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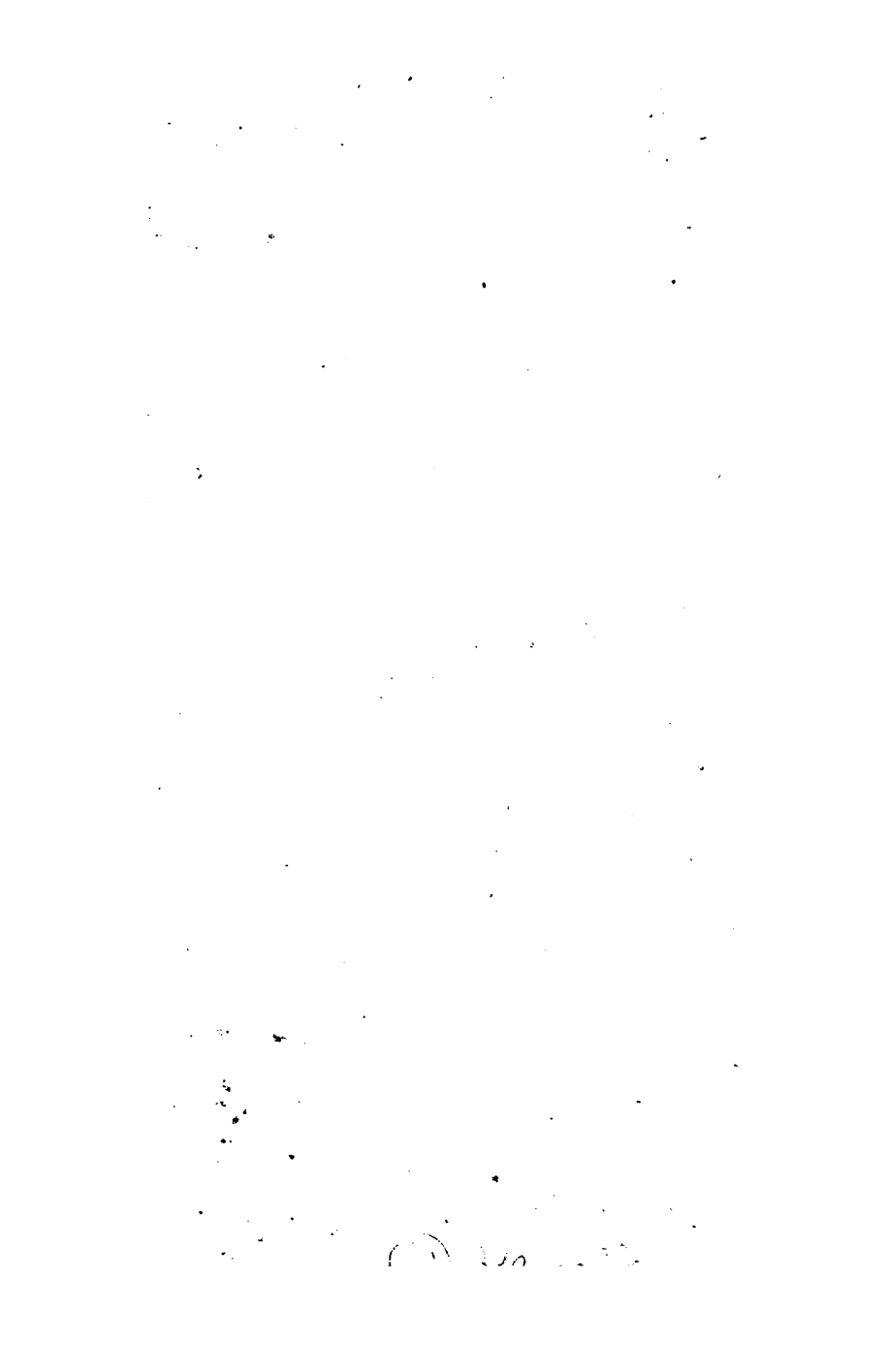
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NEW-YORK AFRICAN FREE-SCHOOL, No. 2.
Engraved from a drawing taken by P. Reason, a pupil, aged 13 years.

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THE
HISTORY
OF THE
NEW-YORK
AFRICAN FREE-SCHOOLS.

FROM THEIR ESTABLISHMENT IN 1787,
TO THE PRESENT TIME;
EMBRACING A PERIOD OF MORE THAN
FORTY YEARS:

ALSO
A BRIEF ACCOUNT
OF THE
SUCCESSFUL LABORS,
OF THE
NEW-YORK MANUMISSION SOCIETY:

WITH
AN APPENDIX,

Containing Specimens of Original Composition, both in prose and verse, by several of the pupils; Pieces spoken at public examinations; an interesting Dialogue between Doctor Samuel L. Mitchill, of New-York, and a little black boy of ten years old; and Lines illustrative of the Lancasterian system of instruction.

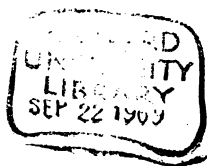
•••••
BY CHARLES C. ANDREWS,
TEACHER OF THE MALE SCHOOL.

•••••
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PRINTED BY MAHLON DAY,
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PREFACE.



It has long been desired by the friends of the New-York African Free-Schools, that some account of their rise, progress, and present state, should appear before the public, in order, that a more correct idea may be formed, by strangers, of the practicability of imparting the useful branches of education to the descendants of Africans, as well as to other classes of the human family ; and, inasmuch as abundant testimony can be produced to establish this fact, such publication may tend to encourage others to adopt means similar to those pursued by the New-York Manumission Society, and to anticipate the same cheering results.

Several gentlemen have been solicited to perform this task, but other engagements have prevented them from accomplishing it. This is the more to be regretted, on account of their superior qualifications : the writer, however, feels sensible, that the subject is one, which will be gratifying to the heart of the philanthropist, though unadorned with the flowers of language, or the more studied graces of polished composition.



HISTORY, &c.



THE first *New-York African Free School*, was instituted in the year 1787 ; soon after the organization of the Manumission Society of this city. The Society, viewing with commiseration, the poor African slave, and exerting all lawful means to ameliorate his sufferings, and ultimately to free him from bondage, extended also its care to the children of this injured and long degraded race amongst us, by imparting to them the benefits of such an education, as seemed best calculated to fit them for the enjoyment and right understanding of their future privileges, and relative duties, when they should become free men and citizens.

The following authentic information, relative to the origin of the New-York Manumission Society, has recently been obtained from the only surviving individual of its founders ; and considering the greatness

and goodness of the cause in which they and others, who soon united with them, were engaged, together with the success which has attended their exertions, their names should become familiar to us, who have only, as it were, stood still and seen the issue of their toil.

The colored part of this community, especially, ought to know the names of those who first came forward to vindicate the cause of their then oppressed and enslaved fathers and brethren; and the particular emergency which roused the feelings, and called forth the energy of those men of steady and inflexible virtue, whose conscientious philanthropy rose superior to interest, popular opinion, and the legalized custom of slavery; to bring to shame the deeds and the reasoning of him

Who "finds his fellow guilty of a skin
Not colored like his own, and, having pow'r
To enforce the wrong, for such a worthy cause,
Dooms and devotes him as his lawful prey."—*Cowper*.

It appears that, in the years 1785—6, the disgraceful business of kidnapping persons of color, and selling them at the South, was

carried on in this city and its vicinity, to an alarming extent, and that the measures pursued by the man-stealers were too bold and daring, either to be mistaken, or to pass without a corrective. Several public meetings were held, consisting of some of the best men in this city and state, for the purpose of adopting measures calculated to check this growing evil.

In the city of Philadelphia, a society had already been formed to protect the blacks from the hand of the kidnapper, &c. a deputation was therefore sent to that Society, for information, and to procure a copy of its constitution, which, when obtained, assisted much in the organization of the Society, then in contemplation in this city.

The discussions which took place at these meetings, gave occasion for a greater display of eloquence, to the exercise, of more manly and noble feelings, than are often witnessed or felt, on any subject that could engage the attention of the philosopher and the philanthropist. These discussions resulted in the formation of the Society, which now exists under the title of

“the New-York Society, for promoting the manumission of slaves, and protecting such of them as have been or may be liberated.”

The following are the names of some of the first men who stood forth to defend and protect the oppressed children of Africa in this city, viz :—

GEORGE CLINTON,	JOHN JAY,
ALEXANDER HAMILTON,	JOHN MURRAY, JUN.
WILLIAM SHOTWELL,	MELANCTON SMITH,
LAWRENCE EMBREE,	MATTHEW CLARKSON,
ROBERT BOWNE,	JAMES DUANE,
WILLET SEAMAN,	JAMES COGSWELL.
JOHN KEESE,	

COPY OF THE ACT OF INCORPORATION.

AN ACT,

To incorporate the Society, formed in the State of New-York, for promoting the Manumission of Slaves, and protecting such of them as have been or may be liberated.

Passed February 19, 1808.

WHEREAS a voluntary association has for many years past existed in this State, by the name of “The New-York society for promoting the manumission of slaves, and protecting such of them as have been or

may be liberated;" and whereas the said society has represented to the legislature, that besides its exertions to further the humane intentions of the legislature, by aiding the operations of the just and salutary laws passed for the gradual abolition of slavery in this state, it has established a free school in the city of New-York, for the education of the children of such persons as have been liberated from bondage, that they may hereafter become useful members of the community; and whereas the said society has prayed to be incorporated, that it may be enabled more effectually to support the said school, and to fulfil the benevolent purposes of its association: Therefore,

I. Be it enacted by the People of the State of New-York, represented in Senate and Assembly, That Samuel Latham Mitchill, Valentine Seaman, Robert Bowne, Walter Morton, Charles Collins, John Murray, junior, Christopher M. Slocum, Nehemiah Allen, Joshua Underhill, William S. Burling, Egbert Benson, Peter Jay Munro, Elisha W. King, William Johnson, Thomas Eddy, William Lawrence, and their associates, who now are, and such other persons as shall hereafter become members of the said society, shall be and are hereby ordained, constituted and declared to be one body corporate and politic, in fact and in name, by the name of "The New-York society for promoting the manumission of slaves, and protecting such of them as have been or may be liberated;" and that by that name they and their successors for ever hereafter shall and may have succession, and by the same name be capable in law to sue and be sued, implead and be im-

pleaded, answer and be answered unto, defend and be defended in all courts of law and equity, in all manner of actions, suits, complaints and matters whatsoever and that they and their successors may have a common seal, and the same break, alter, change and renew at their pleasure; and by the same name shall be forever hereafter capable in the law to purchase, take, hold, receive and enjoy, to them and their successors, and lands, tenements, hereditaments, goods, chattels or estate, real or personal of whatsoever nature or quality, in fee simple or for life or lives, or for years, or in any other manner howsoever: *Provided always*, That the yearly income or value of the said real and personal estate, do not at any time exceed the sum of two thousand dollars, current money of the state of New York; and they and their successors, by the same name, shall have full power and authority to give grant, bargain, sell, demise, release, and convey to others, the whole or any part of such real or personal estate, on such terms, and in such manner and form as the said society may judge most advantageous for the promotion of their institution; and that they and their successors shall have power, from time to time, to abolish any of the offices or appointments hereinafter mentioned, and create others in the room thereof, with such powers and duties as they shall think fit; and shall have power, from time to time, to make, constitute, ordain and establish such by-laws, constitutions, ordinances and regulations as they shall judge proper for the election of officers, the election and admission of new members, for the government and regulation

of the officers and members, for fixing the times and places of the meetings of the said corporation; and for conducting and regulating all the affairs and business of the said corporation, and from time to time to alter, change, repeal, revoke, and annul the same at their pleasure: *Provided also*, That such by-laws, rules, orders and regulations to be made by the said corporation, shall not be repugnant to the constitution and laws of the United States, or of this state.

II. *And be it further enacted*, That the officers of the said corporation, until otherwise ordained by the said corporation, shall consist of one president, two vice-presidents, one secretary, one assistant secretary, and one treasurer, who shall be keeper of the common seal of the said corporation, one register, a chairman of the standing committee, a chairman of the board of trustees of the school, four counsellors, a chairman of the committee of correspondence; and that until the third Tuesday of January next, and till others shall be chosen in their places, the present officers, and all and every the committees and trustees of the said school last appointed by the said society, shall be and continue to be the officers and the committees and trustees of the said corporation; and the said committees and trustees shall report to and account with the same, in the same manner as if they were to be appointed in pursuance of the powers vested in the said corporation by this act.

III. *And be it further enacted*, That this act shall be and hereby is declared to be a public act, and shall be construed most favorably to effectuate the purposes

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hereby intended, and that no misnomer of the said corporation in any deed, will, testament, gift, grant, demise or other instrument of contract or conveyance shall vitiate or defeat the same: *Provided*, the corporation shall be sufficiently described to ascertain the intention of the parties.

IV. *And be it further enacted*, That this act shall continue and be in force for the term of fifteen years: *Provided nevertheless*, that in case this corporation shall at any time divert from or appropriate its funds or any part of its funds, to any purpose or purposes other than those intended and contemplated by this act, that henceforth the said corporation shall cease and determine, and the estate real and personal, whereof it may then be seized and possessed, shall vest in the people of this state: *Provided*, that nothing herein contained shall be construed to prevent the legislature at any time, within the period aforesaid, and in their discretion, to pass a law altering or repealing this act.



The following are the names of the members of the Manumission Society, who composed the first Board of Trustees of the New-York African Free School, viz:—

MELANCTON SMITH,	JOHN BLEECKER,
JAMES COGSWELL,	LAWRENCE EMBREE,
THOMAS BURLING,	WILLET SEAMAN,
JOHN LAWRENCE,	JACOB SEAMAN,

NATHANIEL LAWRENCE, MATTHEW CLARKSON,
WHITE MATLOCK, JOHN MURRAY, JUN.

Cornelius Davis, Teacher.

The school consisted at this time, of about forty pupils, and appears from the book of minutes, to have been satisfactorily conducted, and the pupils, considering the many disadvantages under which they must be viewed, (a large proportion of their parents being slaves) gave early proofs of good intellect, and their improvement evidently corresponded with their literary and moral instruction.

The solicitude of the trustees for the improvement of these poor children, appears to have been commensurate with the other benevolent designs of the Manumission Society; for, as the general benefits of the School became progressively manifest from the improvement of the pupils, an increased interest in its concerns was felt by those who were immediately engaged in its superintendence.

Provision was made, from time to time, for its support, as circumstances required, with a promptitude and benevolence which

fully evinces the zeal with which the founders of this Institution were actuated.

In the year 1791, a female teacher was employed to instruct the girls in needle work, and the expected advantages of the measure were soon realized; a new spring seemed to be added to this already useful establishment, and the prospects became increasingly gratifying to the Society.

It may be proper here to remark, that the good cause in which the friends of this school were so earnestly, and so laudably engaged, was far from being a popular one; the prejudices of a large portion of the community were against it. It found advocates only among the few who had put their hands to the work, from a sense of the wrong and outrage with which the children of Africa were afflicted.

While the importance of supporting so interesting a school was great, and the means in the hands of the Trustees were often very inadequate, they had to struggle with difficulties of a pecuniary nature, as well as with the opposition of many who were unfriendly to this noble undertaking. Fre-

quently were the *purses* of several individuals in the Society, made to feel the sincerity of their *hearts*. It must necessarily be supposed, that many seasons of discouragement were witnessed by the early friends of this Institution; but they were met by such fortitude, as became men, who, trusting in Divine support, were resolved, neither to relax their exertions, nor retire from the ground. Emancipation to the slave, was the watch word of the Society, and Education was with equal zeal, imparted to as many of the objects of their solicitude, as could be brought within the compass of their means.

Through the space of about twenty years, the school continued to give satisfaction to its friends; the number of scholars varying from forty to sixty, until the year 1809, when the Lancasterian or Monitorial system of instruction was introduced, (being the second school in the United States, conducted on that plan) and a teacher was employed, who understood that system, who appeared to feel an interest in the improvement of the children under the care of the

Board of Trustees, and who still continues in their employ. The introduction of this excellent plan produced a very favorable change in the school, and in its affairs generally: the number of pupils soon increased, and their order and general decorum became objects of favorable remark, even among those who had previously been in the habit of placing but little to their credit. The room, at this time, becoming too small for the accommodation of the scholars, it was an important object with the Board, to provide, if possible, a more suitable building. Exertions were accordingly made for that purpose, and hopes were entertained that it would be soon accomplished.— Just at this time, January, 1814, the school-house, then situated in Cliff-street, was destroyed by fire, originating in a distant building, which took in its destructive range, St. George's Chapel, besides many private houses. This calamitous circumstance checked, for a short time, the progress of the school, as no opportunity offered of obtaining a room so large as even the one which had already been found insufficient

for its accommodation, and of which the trustees were so suddenly deprived.

A small school-room was now temporarily hired, in Doyer-street, to keep the children together, until further arrangements could be made.

The misfortune which had deprived the trustees of their school-house, &c. furnished them with a pressing argument, with which to appeal to the liberality of their fellow-citizens, and to the corporation of the city; and it affords pleasure, to acknowledge with gratitude, that their appeal was not in vain. A grant was obtained from the latter, of a lot of ground, fifty feet square, in William-street, on which to build a new school-house. Success so far attended the exertions of the Board, that they were enabled to erect on this ground, a commodious brick building. This house is sixty feet, by thirty feet wide, and is calculated to accommodate about two hundred scholars.

In exactly one year after the abovementioned conflagration, the new school-house was ready for occupation, and in January, 1815, the school, on a comparatively large

scale, was resumed, with fresh vigour, and increasing interest. In justice to the pupils who had spent one year in Doyer-street, it may here be observed, that such was their orderly deportment during that time, that several of the neighbors actually expressed their regret to the teacher, that the school should be removed; for although a school had been kept in the same room for several years previously, there had never, until then, been one under such wholesome regulations as not to disturb the order and quietness of the neighborhood. Under more favorable circumstances, the completion of such a building would have reflected great credit on those concerned in erecting it; but when it is considered, that it was all performed at a time of great national distress, even while this city was threatened with hostile attack, and while several of our sister cities were suffering the awful consequences of the war then raging on our borders; the zeal and fortitude of the trustees, and of the society, can be more duly appreciated.

In a few months after opening the new

school, the room became so crowded with pupils, that it was found necessary to engage a separate room, next to the school, to accommodate such of the females as were to be taught sewing. This branch had been for many years discontinued, but it was now resumed under a well qualified young woman, Miss Lucy Turpen, whose amiable disposition, and faithful, as well as successful discharge of her duties, rendered her greatly esteemed, both by her pupils and by the trustees. This young woman, after serving the Board for some time, removed, with her parents to Ohio, and her place was supplied by Miss Mary Lincrum, who, with her predecessor, had been a pupil in the Female Association in this city, an institution of extensive usefulness, and whose schools were entitled to the distinction of *models* for similar establishments. The talents, patience, and industry of Miss Lincrum, gave general satisfaction to the trustees, and as she had had frequent opportunities of exhibiting the productions of her department of the school, to the public, they were uniformly noticed with expres-

sions of approbation, and, by many, of astonishment. Miss L. was succeeded by Miss Eliza J. Cox, and the latter, by Miss Mary Ann Cox, under each of whom, the female department continued to sustain its high character for order and usefulness. It is now in the charge of Miss Caroline Roe, in school No. 1, and Miss Julia G. Andrews, in school No. 2, and still supports a standing worthy of its instructresses.

The school in William-street, increasing in numbers, presented in a few years, another claim upon the benevolence and long tried regard of its supporters. Though the periodical reports of the trustees to the society, were very encouraging, as it regarded the order and progress of the school, as well as from the character it continued to sustain in the estimation of the public at large, little doubt existed in the minds of its friends, but that another appeal to the generosity of the citizens, to enable the society to enlarge this establishment, would be successful. The funds of the society were already reduced to a sum which left nothing to spare for this desirable object;

the energy of every member was, therefore, put in requisition, and, with such effect, as to open an encouraging prospect of ultimately accomplishing the desired object.

The Treasurer, John Murray, Jun. distinguished for his devotedness to the cause of educating the poor, and specially to the bettering of the condition of the injured African, possessed, in a very high degree, the esteem and confidence of his fellow-citizens. Endowed with an elevated spirit of philanthropy and benevolence himself, he knew how to draw around him, men of kindred virtues. Great reliance was, therefore, placed on the influence of such a man, to enlist the feelings and the aid of such wealthy and generous individuals as were his companions in other objects of charity. The trial was made, and it succeeded. In May, 1820, the school-house, designated No. 2, was completed, and occupied. This building is of brick, two stories high, seventy-five, by thirty-five feet, stands on a lot of ground fifty feet wide, by one hundred feet deep, fronting on Mulberry-street, and

will accommodate about five hundred scholars.

The painful duty now devolves upon us to state, that the worthy and zealous friend of this institution, John Murray, Jun. died a few months before this noble edifice was finished; and thus, the poor children belonging to the school, were deprived of the satisfaction of greeting their kind benefactor in the building which he had so largely contributed to provide for their benefit.

The subjoined biographical notice is copied from the minutes of the Manumission Society, under the date of April 11th, 1820.

MEMORIAL.

The name of JOHN MURRAY, JUN. will long be held in grateful remembrance in the city of New-York, for those philanthropic exertions to which many of the better years of his life were almost exclusively devoted; but it is in contemplation in this place, to take only a brief notice of his character as he stood connected with 'The New-York Society for promoting the manumission of slaves, and protecting such of them as have been or may be liberated.' He was among the early and most efficient founders of this institution, and not only as a member, but occupying, at different times, the various and responsible situations

in the society, of member of the Standing Committee, Trustee of the school, Treasurer, member of the Corresponding Committee, and delegate of the American Convention; he continued until the day of his death, one of the most ardent, and (excepting his inability, from bodily infirmities, with which he was afflicted for a number of years previous to his decease,) one of the most active promoters of its objects; but, if any one of the objects of this Institution was more dear to the heart of the deceased than another, it is believed that object was the moral and intellectual improvement of the descendants of Africa; hence, his best exertions were devoted to the encouragement and support of the school under the direction of the Society.

As a sincere friend to civil liberty, he well knew that the children of those who had been so long the subjects of moral and intellectual degradation, could only be brought into a situation to appreciate this inestimable boon by mental improvement.

The laws of the land might declare, that they should no longer be slaves, but it was only by the cultivation of the mind, that they could become truly emancipated and free. Early influenced by considerations of this sort, the best exertions of the deceased were put forth towards the establishment of the African school under the care of the Society, which, as Chairman (for many years previous to and until the day of his decease,) of the Board of Trustees of that school, he had the satisfaction to witness in successful operation; but not satisfied with beholding the elements of education annually afforded to hundreds of children in that

school, and pursuing his purpose with that calm yet determined perseverance, for which he was distinguished, he was among the first to propose the erection of the school house which is now nearly completed; and it is in the fresh recollection of the Society, that it was to his exertions, more than to those of any other individual, that we are indebted for the funds collected for that object, previous to his decease. His charity towards the support of the African School, did not end here: knowing the frailty of that tenure by which he held his life, and willing to contribute, not only his exertions, but his substance, to rescue the minds of the descendants of Africa from that long and dark night of ignorance, in which by most unjust and cruel oppression, they have been compelled to grope, he bequeathed in his will a legacy of five hundred dollars towards the support of the African Schools under the direction of the Society. John Murray, Jun. was the only Treasurer that the Society ever had, previous to his decease, and he filled that office to the entire satisfaction of the Society: his accounts were kept with perfect accuracy, and with that perspicuity that they were capable of being readily understood by those whose duty it was, from time to time to examine them. But it is not the design of the Society, to record in this place, the part which the deceased bore in all the various scenes through which the Society has passed: there were, however, some traits in his character, which may furnish themes of profitable contemplation, especially to those attached to benevolent institutions. As a public man, he proposed for attainment such ob-

jects only as his judgment, upon calm and mature deliberation, approved ; and, having once decided upon their propriety, he pursued them with the most determined perseverance. His professions were not vehement and loud, but his zeal manifested itself in his actions. It is an error that sometimes ensnares the consciences of good men, when engaged in the works of philanthropy, that the ends justify the means ; knowing their own motives to be disinterested, that the benefits proposed to be produced by their exertions are not for themselves, they sometimes descend to that equivocation and artifice, which in their private concerns they would reprobate. Not so with the deceased ; the rule of his actions, in this particular, was the same in public, as in private life ; and in both, pure.

However worthy the object of his pursuits, no matter though all the benefits embraced in that object were solely for others, yet the means employed by him in its attainment, must be such as were approved by the nicest and most scrupulous integrity : no matter what was the good proposed, yet, if known by him to be derived through any other than a pure and an uncorrupted channel, it is believed that he would not have accepted it, either for himself, or as an agent for charitable objects. As a consequence naturally flowing from the principle stated, John Murray, Jun. was a most tenacious adherent to the truth. It was observable, that in his common conversation, he was particularly guarded, and in all communications made by the Society, he was desirous to have a strict observance paid to the truth ; in fine, it is a testimony which

this Society deem themselves authorised to bear to the character of the late John Murray, Jun. that he performed the arduous duties which were assigned to him from time to time, as a member and an officer of this Society, with fidelity and commendable zeal ; that his name is eminently entitled to respectful and affectionate remembrance, for his numerous efforts to meliorate the condition of the African race, by extending to them the blessings of liberty, and conferring upon them the advantages of education.

Mr. Murray was not only one of the most efficient members of the Board of Trustees of the School, but he was equally zealous as a member of the Manumission Society. Long were the labors of this good man directed towards the favorite object of the Society ; viz. The gradual and effectual emancipation of every slave in the state of New-York ; and, to bring about this desirable event, Mr. Murray spent considerable time in Albany, for several successive years, during the sessions of the legislature, with memorials, &c. on that subject ; and it was on one of these occasions, that he met with an accident which deprived him of the use of one of his legs for several years previous to his lamented decease. In addition to

that of John Murray, Jun., the Society has had to lament the loss of other valuable members, many of whom had devoted much of their time, talents, and property, in promoting the honorable cause of African emancipation; and the following names of such men will be held in high esteem by the Society, and in grateful remembrance by the People of Color, who were the objects of their ardent solicitude; viz.

John Jay, Alexander Hamilton, John Keese, Melancton Smith, Lawrence Embree, Matthew Clarkson, Robert Bowne, Daniel D. Tompkins, Matthew Franklin, John Wadsworth, Sylvanus F. Jenkins, Thomas Addis Emmett, Thomas Eddy, Reuben Leggett, Robert F. Mott, Hugh M'Cormick, Borden Chase.

A large proportion of the above named gentlemen had not only been distinguished members of the Society, but had also, for a long time, been members of the Board of Trustees of the School. Mr. Hugh M'Cormick had been Chairman, and Mr. Robert F. Mott, Secretary of the Board, for a considerable time, previous to their decease.

The operations of the Society in relation to the great objects for which it was originally instituted, are so closely connected with the concerns of the School, that in giving a correct general account of the latter, the movements and affairs of the former must necessarily be brought to view; and, it is deemed not only unavoidable, but also desirable, that a general review be taken of some of the events as they have occurred from time to time, tending to effect one great end; viz. The emancipation of the injured sons and daughters of Africa in our state, and the intellectual and moral improvement of them and their children: and, inasmuch as success has in a great degree, crowned the efforts of the Society, in all these respects, other Societies associated for similar purposes, may take encouragement from such happy results. In the prosecution of the designs of the Society, its labors must necessarily have been arduous and various, but they may be ranged under the following heads; viz. .

1st. To effect, if possible, the abolition of slavery in this state, by procuring gradual legislative enactments.

2dly.* To protect from a second slavery such persons as had been liberated in the state of New-York, or elsewhere, and who were liable to be kidnapped, and sold to slave dealers in other places.

And 3dly. To provide means for educating children of color of all classes.

These several branches have been efficiently and very successfully attended to, by members judiciously selected from time to time, to act in committees charged with these several departments of service.

In order that the labors of the Society might result in the final abolition of slavery in this state, it was necessary, on its part, to observe great caution, as well as persevering firmness, in all its appeals to the legislature; and, on the part of the government, it was equally requisite that all its acts should be marked by wisdom, prudence and justice; nor were these noble principles, in their bearing upon this important subject, looked for in vain. The cause

* This part of the duty of the Society will remain unfinished, so long as in our country the evil of slavery exists.

of the oppressed, advocated by the Society, was heard with sympathy by the legislature, which, in its various and gradual Acts of Emancipation, has done honor to itself, by restoring to the long injured sons and daughters of Africa, their liberty and their rights. On the subject here alluded to, we subjoin an extract from the Secretary's

Address to the American Convention for promoting the Abolition of slavery, &c., dated August 5th, 1817.

In the course of last Autumn, several members, who, from age and bodily infirmities, had been long excused from the active duties of the Society, renewed their attendance, and urged to another effort for the consummation of a leading object of their thirty years' labor in the cause of humanity. Their countenance and wishes strengthened the sentiments already awakened in the Society.

An appeal to the citizens of the State, on the subject of final emancipation, was resolved.

It was followed up by an application to the legislature, and has resulted in the passage of a law, which, besides meliorating the general character of servitude amongst us, has prescribed the year 1827, as the limit to slavery in this state.

The Memorial of the Society to the State Legislature, in reference to the Law of Emancipation, was given in charge to the following named members, to proceed with it to Albany ; viz.

JOHN MURRAY, JUN.

THOMAS EDDY,

JOSEPH CURTIS,

ROBERT C. CORNELL, and

WILLET SEAMAN.

Extract of a Law, passed on 31st March, 1817.

And be it further enacted, That every child born of a slave, within this sate, after the 4th day of July, in the year of our Lord, one thousand seven hundred and ninety-nine, shall be free, but shall remain the servant of the owner of his or her mother, and the executors, administrators, or assigns of such owner, in the same manner as if such child had been bound to service by the overseers of the poor, and shall continue in such service, if a male until the age of twenty-eight years, and if a female until the age of twenty-five years ; and that every child born of a slave within this state, after the passing of this act, shall remain a servant as aforesaid, until the age af twenty-one years, and no longer.

And be it further enacted, That every negro, mulatto, or mustee, within this state, born before the 4th day of July, one thousand seven hundred and ninety-nine, shall, from and after the 4th day of July, one thousand eight hundred and twenty-seven, be ~~free~~.

The Committee of the Society, called "The Standing Committee," succeeded, in the period between 1810 and 1817, in rescuing from illegal bondage, two hundred and ninety-two persons.



EDUCATION.

It has before been stated, that the Society, among its earliest acts, provided the means of instruction for the destitute children of color in the city of New-York, and, as the result of forty years' experience, it may be said with truth, that the idea first entertained, respecting the capacity of the African race to receive a respectable and even a liberal education,* has not been visionary. For many years in succession, it was the practice to have a public examina-

* Rev. THEODORE S. WRIGHT, graduated at Princeton Theological Seminary.

JOHN B. RUSSWURM, graduated at Bowdoin College, Maine.

EDWARD MITCHILL, do. Dartmouth College, N. H.

WILLIAM BROWN, } Students of the Med. Dept.

WILLIAM G. SMITH, } Colum. College, New-York.

EDWARD JONES, graduated at Amherst Coll. Mass.

All of them persons of color, and still living.

tion of the School, and the Trustees have often had the pleasure of seeing, on such occasions, gentlemen from different parts of the Union, and from various parts of the world, witnessing the interesting spectacle of the sable children of Africa, evincing an endowment of intellect, calculated to invite and encourage the highest cultivation.—These examinations had a tendency to try the public sentiment, whether it were favorable or otherwise, to the cause of educating these long neglected children; and it afforded also a good opportunity of eliciting an opinion in relation to their capacities, from some of the best judges in the community.

In the city of New-York, it was hardly possible, that such exercises should pass without being favorably noticed by its philanthropic and public spirited citizens.

Abundant proof was soon given, that they were ready to pronounce a negative upon the interrogation embraced in the two following lines :

Does matter govern spirit, or is mind
Degraded by the form to which 'tis join'd ?

In addition to several approbatory articles appearing in the public papers on the subject of these School Examinations, (extracts from a few of which it is intended hereafter to introduce) the following was published.

Proceedings of the Common Council of the City of New-York, in relation to the African Schools.

IN COMMON COUNCIL, MAY 10th, 1824.

The following communication from Alderman Seymour, Mr. St. John, and Mr. Cowdry, who in pursuance of the invitation to the Board, from the Trustees of the African Free Schools, had visited that Institution, was presented by Mr. Cowdry, was read, and the resolution adopted.

The undersigned having attended an examination of the children of the African Free Schools, on the 7th instant, pursuant to the invitation of the Trustees of that Institution to the Common Council, beg leave to state, that the exercises consisted of exhibitions in Spelling, Reading, Writing, Arithmetic, Grammar, Geography, and Elocution, and of Needlework in addition to these, on the part of the females. The answers of both boys and girls to questions in the important and useful branches of simple and compound Arithmetic, of Grammar, and of general and local Geography, especially that of our own country, were prompt and satisfactory.

The performances in writing were neat, and in many instances, highly ornamental.

The behavior of the children was orderly and creditable to them and their teachers ; the whole together furnished a clear and striking proof of the value of the monitorial system of education, and of the public spirit and useful labors of those of our fellow citizens, who by their zeal and perseverance, and for no other reward than the pleasure of doing good, have been able to produce such specimens of improvement in the hitherto neglected and despised descendants of Africa ; indeed, if any additional evidence were wanting in favor of the superior and commanding excellence of the monitorial system, it is to be found in this institution, where the poor children of color of our city, are rescued from the complicated evils that belong to their situation, placed in a course of mental and religious improvement, that enables them to look forward to the time when, through their instrumentality in part, the degradation that belongs to the color, and their names, shall be wiped off, and Ethiopia shall stretch forth her hands, unstained by slavery and unrestrained by the collusions of ignorance and idolatry.

The undersigned were gratified also, to observe a very numerous assemblage of spectators, who appeared to take a deep interest in the evident success and prosperity of this institution.

The undersigned are constrained by a sense of public duty, to recommend that a suitable notice be taken of this very useful and exemplary Society, being satisfied that such would be the wish of every member

of this Board, who should witness the successful performances of the schools under their care. They have therefore prepared the following Resolution, which they respectfully submit to the consideration of the Board.

Resolved, That the Teachers and Trustees of the African Free School Society, are entitled to the gratitude of this city, for their laudable exertions in educating that portion of the poor children of color of our city under their care, and whose proficiency and exemplary deportment, as represented to this Board, as the highest evidence of the public spirit and talents of the Trustees and Teachers of that Society.

Respectfully submitted,

Signed { THADDEUS SEYMOUR,
SAMUEL ST. JOHN,
SAMUEL COWDREY.

Copy from the Minutes,

Signed,

J. MORTON, Clerk.



The following is an account of the exercises on the occasion alluded to in the forgoing Resolution of the Common Council, with some remarks by the Editors of the Commercial Advertiser, Wednesday, May 12th, 1824.—

THE AFRICAN FREE-SCHOOL.

“We had the pleasure on Friday, of at-

tending the annual examination of the Scholars of the New-York African Free-School, and we are free to confess that we never derived more satisfaction, or felt a deeper interest, in any school exhibition in our life. The male and female schools, the former under the tuition of Mr. Andrews, and the latter under the charge of Miss Cox, were united on this occasion, and the whole number present was about six hundred. A considerable number of spectators were present, among whom were several of the clergy, some members of the Common Council, a few strangers, and a goodly number of those people who are always doing good, called Quakers—we prefer the old name to the softer term of ‘Friends.’

“The exercises of the scholars were commenced by the following address, spoken by one of the lads:

“O Africa! the land of my fathers, ancestral of the sable exiles of America! My heart bleeds for thy children, while the clanking of their chains and the voice of their groaning ascend to heaven like the blood of Abel. Who can count thy vassal millions—who can sympathise with thy sore distresses? Methinks I hear thy loud and deep appeal burdening the

pinions of the southern breezes. It is made to a nation of freemen, who profess to believe all men are by nature free and equal—for this is the motto on the corner stone of their national magnificence; who hold these sentiments, that a negro is a man, and a brother of the species; that Adam and Noah are the common ancestors of the peopled earth; that God hath made of one blood all nations of men—for these plain truths are contained in the Word of our Creator's mercy. But where is the advocate of our cause that dare to lift the voice of truth, and shake a continent with its admonitions? When shall come the year of release, 'the jubilee of our desired emancipation?' What oracle of authority, proclaims—Thy chains are broken? Africa, be free. Alas! I ask the slumbers of midnight—the silence of the sepulchre. But is there not one note of music to relieve the dissonance of our fetters? There is. It comes from heaven—in the accents of hope it is found, in the truth of the grace of the gospel. "It binds up the broken hearted, proclaims liberty to the captives and the opening of the prison to them that are bound." It is a liberty wherewith Christ can make us free."

"For there is yet a liberty unsung
By poets and by Senators unprais'd,
Which Monarchs cannot grant, nor all the power
Of earth and hell confed'rate take away!
A liberty which persecution, fraud,
Oppression, prisons have no power to bind:
Which, whoso tastes, can be enslav'd no more.
He is the freeman whom the truth makes free,

And all are slaves beside. The oppressor holds his
Body bound, but knows not what a range
His spirit takes unconscious of a chain :
And that to bind him is a vain attempt,
Whom God delights in, and in whom he dwells.

“We live in a wonderful age—an age of action, experiment, and progressive promise. Ethiopia shall soon stretch out her hands to God. The cause of Africa is rising in the prayer of piety, and the plans of philanthropy. Of this auspicious fact, some of the monuments are now before us. I am addressing the benefactors of our injured race. I am myself a witness and a partaker of their beneficence ; and I should wrong the cause I represent, wrong my fellow pupils, in whose behalf I speak, and wrong my feelings, if I did not, on this occasion, record our common gratitude for your bounty and your care : and supplicate the favor of Heaven, as your all-sufficient, your everlasting reward.”

“The exercises of the examination were as follows : 1st, A class of six boys and six girls read the 53d Chapter of Isaiah : 2d. A lesson from the English Reader, by six boys and six girls : 3d. ‘*Creation*,’ spoken by a boy : 4th. Writing and ciphering books exhibited : 5th. Address to Susquehannah : 6th. A class of girls in addition : 7th. A class of boys in subtraction : 8th. A class of girls in compound multiplication : 9th. A

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class of boys in simple division: 10th. Do. in the Rule of Three: 11th. Exhibition of the Sewing School, with the articles of their manufacture: 12th. Ciii. Psalm in concert: 13th. A recitation—subject, ‘Africa:’ 14th. Girls’ arithmetical table class: 15th. Drawing upon the board, before the company, an accurate map of the United States, after which a critical examination in America Geography: 16th. Examination of a Grammar Class: 17th. The following table of promotions for the last year, was read by a lad, viz:

REPORT OF PROMOTIONS.

In the New-York African Free Schools, Nos. 1 and 2, from the 1st of May, 1823, to the 20th of April, 1824.

Reading.

First quarter, boys 105, girls 85; 2d do. boys 91, girls 75; 3d do. boys 76, girls 46; 4th do. boys 34, girls 56.—Total number of promotions in reading, 568.

Writing.

From writing on slates to writing on paper during the year, boys 55, girls 37.—92.

Arithmetic.

First quarter, boys, 92, girls 49; 2d do. boys 133, girls 66; 3d do. boys 206, girls 39; 4th do. boys 59, girls 76.—720.

Promotions in the Sewing School since the 1st of May, 1823, to the 20th of April, 1824.—404.

Work done in this department during the year.

Shirts made, 93; pillow cases, 61; sheets 7; cravats, 40; towels, 23; hdkfs. 15; risbands and collars, 25 pair; dresses for scholars, 13; fine samplers, 9; bench covers, 1 pair; pocket books 2.

Knitting done.

27 pair children's socks, 26 pair suspenders, 7 pair stockings, 6 pin cushions.

Present state of the Schools.

Boys and girls on the school registers, nearly 700; boys and girls capable of reading the Scriptures, 264; boys and girls who write on paper, 288; boys and girls in the four first simple and compound rules, 300; boys in the higher rules, 6. A class of about 15 are learning English grammar and geography.

Present state of the Sewing School.

Number of girls belonging to this department, 154, of which number there are, acquainted with making garments and marking, 56; capable of knitting stockings, socks, suspenders, &c. 42. The remainder are progressing in the lower branches.

E. J. COX, Teach. of Sch. No. 1.

C. C. ANDREWS, Teach. Sch. No. 2.

After which, in conclusion, the following piece prepared for the occasion, was spoken by a young pupil:—

“I am but a little fellow, and know but little.—This is my first appearance before you my friends, as a public speaker, and it becomes me to be the last, and say but little.

“All things must have a beginning and an end. I am come to begin my public speaking, and to end the pre-

sent exercises, which I hope have been performed to your satisfaction.

“Before I take leave of this respectable audience, I feel a desire to bear my small testimony in favor of the advantages which are derived from a constant attendance at school, and a close application to study while in school, even by the youngest scholar.

“I am but seven years old, and I think I have learned considerable since last examination. I was then entirely ignorant of writing; I now present you with these humble specimens of my attainments in that art. I was then also unacquainted with the use of figures; I have since gone through simple addition, subtraction, multiplication, and division; I have some knowledge also of the compound rules. I say not these things to magnify my little self into something great, but to the credit of the Lancasterian plan of instruction, and for the encouragement of all my little school-mates to improve the time while they have the advantage of an early education.”

“The whole scene was highly interesting and gratifying. We never beheld a white school, of the same age, (of and under the age of fifteen,) in which, without exception, there was more order, and neatness of dress, and cleanliness of person. And the exercises were performed with a degree of promptness and accuracy which was surprising. There were two or three southern

gentlemen present, and we should have been pleased had there been many more.— Those who believe, or effect to believe, that the African race are so far inferior to the whites, as to be incapable of any considerable degree of mental improvement, would not require stronger testimony of the unsoundness of their opinions. And those who saw the interesting group, could not possibly have omitted to notice the vast difference in the appearance of those children, and those idle ones who are suffered to grow up uncultivated, unpolished, and heathenish in our streets; and who, for the want of care and instruction, are daily plunging in scenes of sloth, idleness, dissipation and crime, until they pass from step to step over the tread mill, into the state prison, and at last up to the gallows. We could plainly perceive that the effects of education were as visible upon the countenances of these black children, as they are upon those of the whites,—instead of that idle, vacant, stupid look, which is so common among those who drag out a miserable existence as pests in our streets, their coun-

tenances beamed with intelligence, and the buoyancy of their spirits, and their apparent happiness, was a subject of universal remark. We were particularly struck with the appearance of the female school, under the direction of their admirable instructress, Miss Cox. There was a neatness of dress and person, a propriety of manner, and an ease of carriage, which reflected great credit upon themselves and their teacher. The specimens of knitting and of needle-work, from common to fine sewing, marking, &c. appeared to much advantage.

“There is one remarkable fact connected with the effects of this excellent school upon the moral condition of the blacks. Our readers need not be informed that at every term of the court of sessions, many blacks, generally from twelve to twenty, are convicted of crimes, and sent to the state prison or penitentiary. This school has now been in operation several years, and several thousand scholars have received the benefits of a good thorough English education. *And but three persons who have been educated*

*here, have been convicted in our criminal courts.**

This singular fact speaks volumes in favor of persevering in an endeavor to improve the condition of this unfortunate class of people. It is education—it is the cultivation of the mind and the heart, which teaches them to be honest, makes them quiet and orderly citizens, and leads them to a knowledge of the means, whereby they may insure not only their happiness in the present, but in the world to come. While, therefore, the African Free School is producing such results upon this class of our fellow beings, and snatching them from a state of ignorance, superstition, credulity, and crime, let us cherish it; and let us frown indignantly upon that spirit of sectarian cupidity, that would divest a fund so appropriately set

* It is proper here to remark, that it has been given to the public to understand, that it has never yet been found that any person educated in this school, has been convicted of crime before any of our Courts of Justice: by which it is meant, that no one, who has received the regular course of instruction which the school affords, and consequently has passed through the highest classes, has, afterwards, been convicted of crime.

apart for, and so beneficially employed in, this noble and philanthropic undertaking. And let us not forget to thank the Quakers for what they have done in this honorable cause.

☞ We have a map of the United States, drawn and lettered, (as we are assured by Mr. Andrews) from memory, by a lad ten years old. It can be examined at this office."

Extract from an article published in the American Monthly Magazine and Critical Review, November, 1817.

"MESSRS. EDITORS,

"Permit me through the medium of your valuable Miscellany, to express the pleasure which I lately experienced at the annual examination of the African Free Schools of this city.

The subject of education has excited so much enlightened curiosity of late years, that, so far as the general theory is concerned, little seems to have been mistaken or overlooked. The more practical spirit of modern metaphysical philosophy, has laid the ground work of the improvements in the plans of education, and the freer institutions, and intelligent public spirit

of modern society, have given opportunity for common sense and philanthropy to execute their favorite designs for the benefit of the community, by the more careful and thorough discipline and instruction of the lower orders.

It would be superfluous, at this time to enter into an exposition of the principles of the Lancasterian system, or undertake a detail of its advantages; if these were necessary, one attendance at the annual examination of the African Free School of New-York, would speak more than volumes on the subject. At the visit which I made, I saw enough to convince the most sceptical, that the colored race is abundantly endued by nature with every intellectual and moral faculty, and capable of repaying the most assiduous culture. Indeed, if my eyes had not told me otherwise, I should have thought myself in one of the best regulated and best taught schools, composed of the fairest hued children in the land.

This is an interesting subject, and, on that account, I thought a communication in regard to it would not be unacceptable to you.

It is principally by the force of such manners and modes of thinking as depend upon early mental discipline, and the thorough diffusion of practical knowledge, that the republic is to be perpetuated; and he who contributes, in any degree, to objects of such substantial good, will be acknowledged as a philanthropist and patriot.

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This institution has the honor of having, from an early period of its existence, enrolled among its honorary members, several foreigners of distinction, equally esteemed for their philanthropy, as their long tried zeal in defence of civil liberty, and as eminent promoters of African emancipation, viz. THOMAS CLARKSON and GRENVILLE SHARPE, of England, and the marquis de la FAYETTE, of France.

As the last named individual paid a visit to this School, as well as to the other Public Schools in this city, on Friday, Sept. 10, 1824, and manifested a deep interest in whatever was calculated to promote the mental improvement of the rising generation in this, as well as in all parts of his beloved America, an account of this visit is copied from the Commercial Advertiser of that time.

General La Fayette's visit to the School.

At one o'clock, the General, with the company invited for the occasion, visited the African Free School, under the tuition of Mr. Andrews, and direction of the Trustees of the Manumission Society.

This department of the Free School embraces about 700 scholars, and they are certainly the best disciplined and most interesting school of children, that we have ever witnessed. At this school, but about 450 were present upon this occasion, as the resolution to visit it had been formed, while the party were at Greenwich, and consequently no time for preparation was afforded. On the General's arrival, he was conducted to a seat by the Trustees, when Mr. Ketchum adverted to the fact, that as long ago as 1788, he had been elected a member of the Institution, at the same time with Grenville Sharpe and Thomas Clarkson, of England. The General perfectly recollected the circumstance, and mentioned particularly the letter he had received on that occasion, from the Hon. John Jay, then President of the Institution.

Mr. Clizbe at this moment came forward, and put into his hands a copy of the Minutes of the Society on that occasion, which was in the following words :

NEW-YORK, August 23th, 1786.

"At a meeting of the Manumission Society, it was on motion, Resolved, that the Marquis de La Fayette, Greenville Sharpe, and Thomas Clarkson, be notified by the President of this Society, John Jay, that they have been unanimously elected Honorary members of this Institution.

JOHN MURRAY JUN., Secretary."

One of the pupils then stepped upon the forum, and gracefully delivered the following

ADDRESS.

GENERAL LA FAYETTE,

In behalf of myself and my fellow school mates, may I be permitted to express our sincere and respectful gratitude to you for the condescension you have manifested this day, in visiting this Institution, which is one of the noblest specimens of New-York philanthropy. Here, Sir, you behold hundreds of the poor children of Africa, sharing with those of a lighter hue, in the blessings of education; and, while it will be our pleasure to remember the great deeds you have done for America, it will be our delight also to cherish the memory of General La Fayette as a friend to African Emancipation, and as a member of this Institution.

To which the General replied in his own characteristic style,

"I thank you, my dear child."

Several of the pupils underwent short examinations, and one of them explained the use of the Globes, and answered many questions in Geography.



As the communication of the Society to the American Convention at its meeting November, 1828, embraces a variety of interesting particulars in relation to the schools, &c. a copy of it is here inserted.

FROM THE NEW-YORK MANUMISSION SOCIETY.

To the American Convention, to meet in Baltimore, by adjournment, on the 3d of eleventh month, (November,) 1828.

The New-York Manumission Society, in their address to the Convention at this time, have but few important facts to communicate, in relation to the cause in which they are engaged. Slavery having become extinct in the state of New-York, by the gradual operation of laws from time to time enacted by the Legislature, in consequence chiefly, of the exertions of this Society, the great original object of our association has been obtained, and our labors have been materially lessened. Indeed, upon the subject of emancipation, we have nothing left for us to do at home, except to attend to the occasional cases of transient slaves, or free persons of color, who come among us from the south; and who are sometimes claimed as slaves by the rapacious white man. These, when presented to our view, are never neglected.

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But, although we have the satisfaction of seeing the main purpose of our Institution accomplished, we feel no disposition to relax our exertions in the great cause of emancipation, so far forth as we can render assistance. And our friends in the Middle and Southern States, may rely upon our zealous and hearty co-operation, in every legal and practicable effort to break the chains, and improve the moral condition of those of the unhappy race of Africa who are yet held in bondage.

Unquestionably, the most efficient means of promoting the moral improvement of this degraded portion of the human family, is the institution of schools. To this object our attention is now mainly directed; and we feel a pleasure in being able to state, that the number of pupils in the schools under our care, has increased by the addition of more than a hundred scholars since the last meeting of the Convention. We have now upwards of six hundred, (including males and females,) taught by able and experienced teachers. The present average of daily attendance is about three hundred and sixty. Two hundred and fifty of our scholars are able to read the scriptures, and about the same number write; and practice arithmetic. English grammar, composition, geography, astronomy, the use of the globes, map and linear drawing, are also pursued with interest and advantage by several of the male pupils. The girls, under well-qualified female teachers, are instructed in reading, writing, arithmetic, the elements of English grammar and geography, plain sewing, knitting, marking, &c.

The progress of the pupils is such as to warrant the conclusion, that they are as susceptible of mental cultivation as the children of white parents. A class of eight or ten of the senior youths in the boys' school, have been taught navigation ; which they acquired with a facility and rapidity exceeding our expectations. We are convinced that the instruction and right education of the children of the African race, will do more to advance the cause of universal emancipation than all other means put together. Whatever is achieved in this way, strikes at the root of the evils against which we are contending. It counteracts, and in a measure abolishes, that prejudice against the color, which is the greatest barrier to emancipation.

However unjust we may acknowledge this prejudice to be, yet we know it exists ; and that there are few, if any among us, even among those who are the most sincere and zealous in reprobating slavery in general, who are not more or less tinctured with it. We believe it is not the *color*, abstractly considered, which causes this prejudice ; but the *condition* in which we have been accustomed to view the unfortunate subjects of a degrading thralldom. And hence, by a natural association, the mind connects with the color of the skin, the idea of that debasement of character, which is inseparable from their condition.

We are doubly unjust to the sons of Africa. We drag them from their native shores with brutal violence ; deprive them of the unalienable birth-right of every being which bears the stamp of humanity ; deprive them of every motive and means of honorable compe-

tion with ourselves ; deprive them of every opportunity and inducement to exert the mental faculties which nature has given them ; and then look down upon them as an inferior order of beings. We adopt a system towards them, which is directly calculated to debase and brutalize the human character ; and then condemn them for the moral and intellectual desolation which this system has produced. But a system of instruction adapted to the situation and capacities of the objects of our solicitude, will, we are assured, convince the most sceptical, that a black skin is not necessarily associated with moral worthlessness, or mental imbecility. It will foster and bring to maturity many a germ of native talent, which for want of proper cultivation to promote its developement, is now concealed from observation, and lost to its possessor and the community.

It has been remarked by civil historians, that crimes diminish in every community, in exact proportion to the mental culture of the common people ; that ignorance and vice, by an immutable law of our nature, seem inseparably connected. These facts are corroborated by the records of the criminal courts both in this country and in the British islands. And it is not irrelevant to the point to add, that such has been the happy influence of the system pursued in our African schools, that the trustees have never known any scholar regularly educated in them, to have been convicted of crime, in any of our courts of justice. It then becomes an object of vital importance, in our endeavors to meliorate the condition of the African

race, to promote by all practicable means, in every section of our country, schools for the instruction of the colored children.

We have dwelt the longer on this subject because we conceive it to be the most efficient means for the attainment of the great objects which we, in common with other similar societies, have in view. If we were asked, What is the first and most important requisite in paving the way for the total abolition of slavery? we should answer, *education*. What is the second? and the third?—our answer would still be as before—*education*. It is the philosopher's stone, which will turn the baser metals into gold. If generally diffused, it will change the whole moral and intellectual character of the race.

Within the last year, we have appointed a visiting agent, to examine into the condition of every colored family in this city. His services have been of essential use, in stimulating the parents to send their children to school, and in furnishing more minute information relative to our colored population. The accounts received, have tended to convince us of the expediency of establishing for them a House of Refuge, in which colored juvenile delinquents, and children of dissolute parents, may be placed, and instructed in the useful arts; and we have appointed a committee on the subject.

As a large number of our colored people are very poor, and unable to provide for their children suitable clothing to attend school, several benevolent colored females, have recently formed themselves into a so-

ciety, under the name of "The African Dorcas Association," for the purpose of procuring and of making up garments for the destitute. The labors of this Society have already been productive of much good; and it is highly gratifying to find a feeling existing among these people, so honorable and praise-worthy.

In an apartment of the Boys' School, there has been recently commenced a cabinet of minerals and natural curiosities, to which the attention of the more advanced pupils is occasionally called. To this collection, several individuals have made donations of minerals, reptiles, shells, and works of art; and hopes are entertained that, at no distant period, this part of the establishment will be respectable and useful. It will not only afford opportunity of imparting information to the pupils, but will also serve as an attraction which may induce the parents more frequently to visit the institution. Any additions to this collection, from gentlemen at a distance, will be thankfully received.

We have instructed our delegates to the Convention, to move an alteration in the Constitution, so that the future meetings of that body, may be held at the city of Washington in the winter season, during the session of Congress. We think the cause would be promoted by holding our meetings in the capital of the Union, at the time when the representatives from the slave-holding states are assembled in Congress. And it will also be a more convenient season for delegates in general to leave their business and their homes to attend the Convention. By the present arrangement, it is only with great difficulty that delegates from this part of

the country can be induced to attend the meetings of that body. But should the time of meeting be changed as proposed, we anticipate that the difficulty of which we speak, would in a great measure be obviated.

We have appointed as delegates, to represent us in the Convention at this time, Evan Lewis, Mahlon Day, Israel Corse, Edmund Haviland, and Aaron Leggett.

GEORGE NEWBOLD, 1st V. P.

THOMAS HALE, *Secretary.*

TO THE BENEVOLENT.

It having been deemed advisable to establish a Cabinet of Minerals and Natural Curiosities in the New-York African Free School in Mulberry street, the Trustees of this institution hereby respectfully solicit the aid of the benevolent, who may find it convenient to contribute towards the promotion of this object, by donations in Minerals, Shells, or other Natural Curiosities.

Captains of vessels and other gentlemen travelling in our own, or in foreign countries, would confer a public benefit by assisting in this useful design.

Several very interesting specimens of Minerals, Shells, Reptiles, Curious Works of Art, &c. from various parts of the world, have already been presented, which, with the School itself, are always open to the inspection of the public.

All donations will be thankfully received at the School, No. 137, Mulberry-street; by Mahlon Day, No.

376, or Peter S. Titus, No. 457, Pearl-street, New-York.

By direction of the Board of Trustees.

MICHAEL M. TITUS, *Chairman*.

RICHARD FIELD, *Secretary*.

New-York, July 15th, 1828.

The following members were named to receive and forward Donations, agreeably to the above notice.—
Dr. AtLee, Jun. 139 Vine-street, Philadelphia—William E. Coale, Sharp-street, Baltimore—Thomas Levering, Seventh-street, West, near the Post-Office, Washington City.



Catalogue of Exercises from the New-York African Free School, exhibited to the American Convention held at Baltimore, November 1828.

No. 1. A map of Turkey in Europe, with a view of the seraglio at Constantinople, executed by Patrick Reason, aged 12 years.

2. A compendious chart, exhibiting at one view the names of about 300 of the principal ports and places in the world, with their bearings per compass, and their distances expressed in geographical miles from the city of Washington, all calculated by several of the Pupils in the navigation class, namely, *Isaiah G. Degrass, George W. Moore, Timothy Seaman, and Elwer Reason*, and by permission arranged on the principle of *P. Hawkes, Esq.* to whom the class feels much indebted for many professional suggestions—respectfully dedicated to the Trustees of the School.

3. George R. Allen's Essay to the Convention, attested by the Teacher and several of the Trustees of the School, as being his genuine, unaided production.

4. George R. Allen and Thomas Sidney's verses on Slavery, and Freedom, produced in a given time.

5. George W. Moore's Essay.

6. Elwer Reason's Essay.

7. Isaiah G. Degress' Essay.

8. Journal of a voyage from Boston to Madeira, an exercise in the navigation class, by James M. Smith, aged about 12 years ; a remarkably neat production.

9. A likeness of Benjamin Franklin, by James M. Smith, 13 years of age.

10. An address delivered by James M. Smith, aged 11 years, to General La Fayette, on the day he visited the Institution, Sept. 10th, 1824, very neatly written.

11. Two specimens of figures done with the pen, well executed.

12. Three specimens of Drawings, handsomely executed.

GEORGE R. ALLEN'S ESSAY.

To the American Convention for promoting the Abolition of Slavery, and improving the condition of the African Race.

GENTLEMEN,

When I consider that I have the honor of addressing in so large an assembly of distinguished gentlemen of this enlightened country, and that I am only a poor little descendant of Africa, I am struck with fear, humility, and awe.

In the first place, I return thanks to that Supreme Being, who has put it into your hearts to advocate the

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cause of our injured race, and to promote their emancipation from slavery.

What sound can be more delightful to the ear of a slave, than the expression, "The Laws have made you free?" This is the happy case with us in the state of New-York. Liberty is an invaluable blessing to us; and we often feel compassion for the thousands of our brethren in the South, who are groaning under the chains of bondage, while we are enjoying the benefits of freedom, and one of the most important of these, I conceive to be education.

I have the happiness to belong to a school, which was instituted by the Manumission Society of this city, about forty years ago. There are about 700 scholars, male and female, belonging to this Institution: and although I am but twelve years old, I have made some progress in reading, writing, arithmetic, geography, English grammar, navigation, and astronomy.

The School has frequently been visited by gentlemen from the South, and other parts of the country; and I and several of my schoolmates have been called up and examined by them upon the several branches that we were acquainted with, and they have always expressed themselves highly gratified with our performances. I trust the time is not far distant, when the blessings that we enjoy, shall be the happy portion of all our colored brethren, and then the language in the following lines will have their full weight: "We hold these truths to be self-evident, that all men are created equal, and endowed by their Creator with certain unalienable rights; among these, are life, liberty,

and the pursuit of happiness ; and that to secure these rights, governments were instituted, deriving their just powers from the consent of the governed."

That you may prosper in your arduous but glorious undertaking, and that all your labors may be crowned with success, you have, gentlemen, the wishes of myself and fellow schoolmates in the New-York African Free School.

GEORGE R. ALLEN.

New-York, October 21st, 1828.



Having at the suggestion of some of the Trustees of the School under my charge, informed my Pupils that the American Convention was soon to meet in Baltimore, and intimated its objects and its labors, I proposed to the senior boys the propriety of their attempting something in the form of an Address from them to that body ; promising to forward such essay as I should judge to be the most appropriate. I certify that the foregoing communication is the original production of the boy who signed it, with no other correction or alteration than the *erasure of a few superfluous words.*

CHARLES C. ANDREWS.



The undersigned, members of the New-York Manu-mission Society, appointed to draft an Address to the American Convention, have full faith in the above attes-

tation of C. C. Andrews, and from what we have known of the performances of this and other boys in his school, we are fully convinced that the said Address is the genuine, unaided production of George R. Allen, a very black boy of pure African descent, who is now between twelve and thirteen years old, and was born in this city.

MAHLON DAY,
GOOLD BROWN,
THOMAS LEGGETT, JUN.
WILLIAM L. STONE,
ISRAEL CORSE.

New-York, 10th mo. 21st, 1828.



The performance of George R. Allen was considered so far superior to any thing of the kind, which could be expected from a boy so young, that his teacher felt considerable hesitation in allowing it to go from the school, as the boy's own work. To satisfy himself therefore on this point, he required the boy to take a slate and pencil, and in half an hour to produce a piece of poetry on any subject he pleased. The boy took the slate with a good deal of trembling, and said he would try to write a verse on "Slavery." He was therefore locked up in a room alone, by the Master, and in less than half an hour, had the following lines written on his slate. Thomas S. Sidney occupied one hour on Freedom.

CHARLES C. ANDREWS.

New-York African Free School.

*George R. Allen and Thomas Sidney's Verses on
Slavery and Freedom, produced in a given time.*

ON SLAVERY.

Slavery! oh, thou cruel stain,
Thou dost fill my heart with pain :
See by brother, there he stands
Chain'd by slavery's cruel bands.

Could we not feel a brother's woes,
Relieve the wants he undergoes ;
Snatch him from slavery's cruel smart,
And to him freedom's joy impart ?

George R. Allen, aged 12 years, Oct. 21st, 1828.
New-York African Free School.

ON FREEDOM.

Freedom will break the tyrant's chain,
And shatter all his whole domain ;
From slavery she will always free,
And all her aim is liberty.

Thomas S. Sidney, aged 12 years, Oct. 21st, 1828.
New-York African Free School.



GEORGE W. MOORE'S ESSAY.

To the American Convention for promoting the Abolition of Slavery and improving the condition of the African Race.

GENTLEMEN,

Will you suffer a poor little descendant of Africa to
address you in behalf of myself and fellow school-

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mates? I am but young, but when I consider what great things have been done for our race, and still are doing for them, I feel thankful. In the first place many of us are restored to our liberty, and secondly many of us are enjoying education. Since I have been in school, I have learned considerable of the several branches taught; namely, reading, writing, arithmetic, geography, grammar, &c.

Gentlemen, since the last Convention, New-York has been freed from slavery. You have the good wishes of myself and fellow schoolmates, hoping that you may prosper in your undertakings.

GEORGE W. MOORE, aged 15 years.

New-York African Free School, Oct. 21st, 1828.

ELWER REASON'S ESSAY.

To the American Convention for promoting the Abolition of Slavery, and improving the condition of the African Race.

GENTLEMEN,

I now address you in behalf of myself and my schoolmates: will you suffer a poor boy of my description, to address you thus:

How many years have our poor Africans been in chains of slavery, and perhaps have not seen a day of rest in many years! How likely is it, that they have been stolen from their native country, when they were young, from their dear father and mother: there are so many in the southern states chained in slavery for no other crime, than the color of their skin! I ought to return thanks to the Almighty Being, for putting it

into the hearts of such gentlemen as you, to condescend to take notice of us; and, in the second place, I ought to return thanks to the gentlemen that have taken into consideration the condition of our ill-fated people. May the Supreme Being reward you ten fold for the good you do for us, is the desire of an injured African.

ELWEE REASON.

New-York African Free School, Oct. 21st, 1828.

ISAIAH G. DEGRASS'S ESSAY.

To the American Convention for promoting the Abolition of Slavery, and improving the condition of the African Race.

GENTLEMEN,

I feel myself highly honored by addressing you in behalf of myself and the African race. I am but a poor descendant of that injured people. When I reflect upon the enormities which continue to be practised in many parts of our otherwise favored country, on the ill-fated Africans, and their descendants, who are torn by the hands of violence from their native country, and sold like brutes to tyrannical slave-holders in different countries, where they are held in slavery and bondage, I ought to return thanks unto Almighty God, for having put it into the hearts of such distinguished men as you, to undertake the cause of the abolition of Slavery; and I ought to feel myself greatly blessed for enjoying the many privileges I do; while there are so many in the southern states chained in slavery, who perhaps, have left mothers, fathers, sis-

ters and brothers, to mourn their loss. I feel myself greatly blessed in belonging to a school which has been established for many years by the Manumission Society. The different branches that are taught in this school, are reading, writing, arithmetic, geography, navigation, astronomy, and map drawing. Our schools which now contain 700 male and female scholars, continue to be conducted on the Lancasterian system, and the improvement of the scholars is such, as to be satisfactory to the Trustees, and all visitors who come to the school. Next to the Supreme Being, gentlemen, you deserve the gratitude and thankfulness of our whole race. When I reflect on the great things that you have done for us, I can but with gratitude fall at your feet and thank you. It makes my heart burn within me, when I think of the poor Africans who are torn from their homes and relatives; deprived of the protection and advice of their friends, and forced to a distance from the means of proving and defending their rights; these wretched victims of avarice and cruelty languish a long time in bondage before they can procure assistance.

You, gentlemen, who are advocates for the abolition of such, deserve the gratitude and thanks of our whole race. May Divine Providence assist you in all your proceedings, is the wish of a descendant of Africa.

ISAIAH G. DEGRASS, aged 15 years.

New-York African Free School, Oct. 21st, 1828.

ORDER AND GOVERNMENT OF THE SCHOOL.

Order and system, should be the characteristic of a school conducted on the monitorial plan, and it is the object of the Trustees of this Institution, that it continue to be distinguished in these respects. Much however depends upon the co-operation of the parents and guardians of the pupils, for it is greatly in their power either to *aid* or *impede* its salutary regulations.

Means are therefore taken to impress upon the minds of those who send their children, the necessity of a strict fulfilment of their own duties. This is attempted in the following manner. First, a competent agent is employed to visit at their houses, all the parents of the pupils, and to enjoin a punctual attendance at school, as well as to promote the general objects of the Institution. This measure has not long been in operation, yet, during the last year, great benefit has resulted to the schools, and it is believed, that it has been productive of much good to the parents. The person engaged as an agent, Rev. Samuel E. Cornish, being a man

of color, and at the same time of piety, education, and gentlemanly manners, is considered eminently qualified, as a medium through which, much practical instruction might be conveyed to the homes of those whose *good*, in the full extent of the word, is ardently sought by the patrons of the institution.

Secondly. On the admission of scholars, it has been the practice for many years, to present the parents or guardians the printed Regulations of the School. This little book contains many useful *hints* respecting the relative duties of both parents and children, and it is calculated to act as a valuable domestic adviser, under the following arrangement. It begins with a kind general address to the parents, and then treats with perspicuity on the following subjects.

On the force of Example.

On attending places of public worship.

On reading the Scriptures.

On speaking the Truth.

On giving commands to children.

On correcting children in a proper state of mind.

On industry.

On cleanliness.

On dishonesty.

On using profane or indecent language.

On cruelty to brutes.

On the education of children.

The school hours are from 9 o'clock in the morning till 12, and from 2 till 5 in the afternoon.

Setting aside all philosophical reasoning upon the subject, experience has shown the great utility of *Rewards and Punishments* in the government of this school, and that its discipline and general arrangement being in conformity with the Monitorial System, presents advantages to the pupils, similar to the other public schools in this city, conducted on the same plan.

SCHOOL EXERCISES.

The morning school commences with a portion of the Scriptures being read by the Teacher, and the afternoon school opens by

his reading a short lesson on any moral or instructive subject, intended chiefly, for the general information of the senior boys, who are required to be present ten or fifteen minutes before the assembling of the rest of the scholars, for this express purpose.

The books from which these lessons are selected are various ; viz.

A Father's Legacy to his children,

The Scientific Class Book,

Polite Learning,

Comstock's and other Natural History,

Scientific Dialogues,

Travels at Home,

Cook's Travels,

Articles on Education, found often in the daily papers, &c.

As a full description of the methods employed in teaching the several branches of education, would enlarge the present brief account of this school beyond its intended size, and as such information may be obtained by consulting a "Manual of the Lancasterian System," published by the Public School Society of this city, a general out-

line only, of the exercises, as pursued in this school, will here be given.

The value of the Monitorial System consists in facilitating, in an eminent degree, the business of instruction in the elementary branches of knowledge. It is founded upon a principle of Order and Discipline, by which the pupils, under the direction of the master, pursue a course of mutual instruction: those who have made the greatest progress in reading, writing, arithmetic, &c. transmitting the knowledge which they possess to others less advanced than themselves.

From long experience it has been found to be no more difficult to select suitable boys for monitors among this description of children, than among whites; nor is it true that they will not obey the orders and submit to the authority of such monitors, when it is once known that they derive that authority from the master.

The evolutions, gymnastic exercises, and the business of the classes in every branch taught in the school, are, with as much readiness, and propriety, observed under a

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monitor chosen from among themselves, as is generally found in schools composed of children of a lighter complexion.

When the monitors have the classes ready for operation, the Monitor General of Order takes care that the business of the day be gone through, and in the following

ORDER FOR EACH DAY IN THE WEEK.

MONDAY MORNING.

1st. Composition, from the Class of Merit, to be handed to the master.

2nd. Monitor General of Reading, prepare all lesson boards, and lessons for the drafts.

3rd. After 12 words have been dictated, and written on slates, by the whole school, the Monitor General of Arithmetic orders out the addition, subtraction, multiplication and division classes, to exercise in those rules at the black board until reading time.

4th. The whole school reads 10 minutes before 11 o'clock, then, 20 minutes before 12, spell till dismissal.

5th. Such of the senior boys as put sums into books, commence that exercise at 9 o'clock.

6th. At 10 o'clock, all monitors receive their pay tickets, for the past week.

7th. At half past 10, Astronomy class up half an hour.

8th. At dismissal, the Monitor General of Arithmetic hangs up signals for ciphering in the afternoon.

AFTERNOON.

1st. At 2 o'clock, the Monitor General of Arithmetic arrange all the ciphering classes, and set them in operation, at their seats, under suitable monitors appointed for that purpose.

2nd. At half past 3, the ciphering classes repeat Tables of Weights and Measures, in concert, till 4 o'clock, then ciphering and reading in draughts, till dismissal.

3rd. At 4, grammar class up three quarters of an hour.

TUESDAY MORNING.

1st. After 12 words have been dictated and written, the Monitor General of Arithmetic orders out the addition, subtraction, multiplication and division classes, to practise on the black board, till reading time. Read 10 minutes before 11 o'clock. Spell 20 minutes before 12, till dismissal.

2nd. Navigation class at 10, up one hour.

3rd. At 10 o'clock, the Monitor General of Reading reports all pupils fit for promotion in the reading classes, and those so reported, examined by the master.

4th. At dismissal, the Monitor General of Writing, hangs up signals for writing in the afternoon.

5th. Tuesday morning one week, and Thursday afternoon the next week, the multiplication Table Class, heard by the master.

6th. Second Tuesday in the months of October, November, December, January, February, March, and April, (in the other months of the year the library is not used) the Rules of the Library are read by the Librarian, to the school.

AFTERNOON.

1st. General Monitors and senior boys, write in books, at 2 o'clock. At a quarter before three, the classes write in books, under the direction of the Monitor General of Writing.

2nd. At a quarter before 4, the whole repeat Catechism* in concert.

3rd. Read in draughts at 4, spell 20 minutes before 5.

WEDNESDAY MORNING.

1st. After 12 words have been dictated and written, the whole school write on their slates, from copy slips.

2nd. At 10 o'clock, Geography Class up one hour.

3rd. At 11, repeat Tables in concert.

4th. First Wednesday in every month, the Monitor General of Arithmetic exhibits

* The Catechism used in the School, is one "compiled by the aid of persons of various denominations, who are interested in the education of children," and not designed to inculcate any particular sectarian sentiments.

all the ciphering books for inspection by the master.

THURSDAY MORNING.

1st. After 12 words have been dictated and written, the classes in the four first compound rules of arithmetic, exercise at the black board till reading time.

2nd. The Sixth Class write on slates, lessons dictated from the Scriptures, carefully observing the punctuation, from 9 till 10 o'clock, and from 10 till reading time, copy on their slates, the Roman figure lessons.

3rd. Read and spell in draughts the usual time.

4th. The Grammar Class up from 10 till 11 o'clock.

5th. Thursday morning one week, and Thursday afternoon the next week, the ciphering classes unacquainted with the Tables of Weights and Measures, write those tables on slates from 9 till 10 o'clock.

AFTERNOON.

1st. After 12 words have been dictated and written, the classes in the four first

compound rules of Arithmetic, exercise at the black board, till reading time.

2nd. Sixth class write on slates, lessons dictated from the Scriptures, as in the morning, for one hour, then the Compound Rule classes up the same as in the morning.

3rd. At 3 o'clock, Navigation Class up till 4.

4th. Read and spell the usual time.

5th. At dismissal, the Monitor General of Arithmetic hangs up signals for ciphering on the morning of next day.

FRIDAY MORNING.

1st. At 9 o'clock the Monitor General of Arithmetic arranges all the ciphering classes, and sets them in operation at their seats, under suitable monitors.

2nd. At a quarter before 11, ciphering and reading in draughts.

3rd. At 10 o'clock, Astronomy class up, three quarters of an hour.

4th. At dismissal, the Monitor General of Writing, hangs up signals for writing in books, in the afternoon.

AFTERNOON.

1st. General monitors and senior boys, write in books, at 2 o'clock.

2nd. At $\frac{1}{4}$ before 3, the classes write in books under the direction of Monitor General Writing.

3rd. At 10 minutes before 4, Catechism in concert.

4th. Read at 4, Spell 20 minutes before 5.

5th. At 4 o'clock, Geography Class up till 5.

SATURDAY MORNING.

1st. After twelve words have been dictated and written, the whole write from Copy Slips on slates.

2nd. Copies explained by the Master, taking them alphabetically.

3rd. At $\frac{1}{2}$ past 10 o'clock, Linear Drawing class up, till dismissal.

A copy of these daily exercises, is kept hung up in the school room, and the monitor general of Order is expected to see them put in execution, under the monitor general of each department.

CLASS OF MERIT.

This class is composed of such boys, as are the best behaved, and most advanced in their learning, they are distinguished in school, by a medal suspended to the neck, on which are engraved the words "Class of Merit." This class has a regular meeting on the 1st Tuesday in each month, to transact business, and to hear the reports of standing and other Committees.

It is allowed one hour each session to conduct its business. Its officers are a Chairman, Secretary, Register, and Treasurer. The class, by a vote, determines, in what branch of learning a member shall excel, to entitle him to the Chair, at the next succeeding meeting—the teacher always deciding.

The following lines, composed by one of the members, entitled him to the Chair at a late meeting.

On the Sun.

See yon majestic orb of day,
That makes Creation look so gay,
Dispels the darkness of the night,
And in its stead, diffuses light.

The Chairman preserves order and decorum at the meetings of the class. The Secretary records, in a neat manner their proceedings; the Register enters in his book, the name, qualifications, character and other particulars, of every member when admitted; and the Treasurer collects voluntary contributions, consisting of school tickets of reward, bearing a nominal value, which the teacher receives as cash and places to the credit of the class.*

On the admission of a new member, he is addressed in a speech prepared for that purpose, by the Chairman, and received in due form, in presence of the whole School.

The Class appoints a Committee at each stated meeting, whose duty it is to take notice of the general deportment of the members, when out of school, and to report to the class, if they discover any thing in the conduct of a member, immoral or unbecoming, and the member so reported is

* These funds, with the consent of the teacher, are disposed of by the class in purchasing books for the Library, &c.

dealt with in such manner by the class, as the circumstance of the case may require, such as suspension, expulsion, or otherwise, (in such cases the teacher is always first consulted;) even reproof by the Chairman has often been found to have a beneficial effect.

Another Committee observes the appearance of the members in school, as it respects cleanliness, and report, if occasion require; and a third is called the Health Committee, who, on hearing of the sickness of any member, visit him and render services of kindness, and report on such subjects, every regular meeting.

An anniversary meeting has recently been established (April 5th,) when all the members who may have left school, are invited to attend. Some member is appointed to deliver a suitable address (a copy of the last will be found in the appendix.) They then inspect the school, and a deep interest in its concerns is kept alive in the minds of the old members, (many of whom are now grown up to manhood, and several have become heads of families,) by

again witnessing the well remembered exercises, and are gratified at beholding the steady progress of improvement among their numerous successors.

The influence of this class in the school, is as might be expected. It stands as an example not only as regards advancement in learning, but also in a very high degree, and in a more important view, by its *weight of character*.

This little society operates in a small sphere, similarly to those institutions, established among men, which are intended to call into action the best feelings of the heart. Their regard for each other, their frequently expressed dislike of every thing that is mean and vulgar, their high respect for their preceptor and the patrons of the Institution; their mutual watchfulness against every species of immorality, are all subjects of so much interest, that pains are taken to cultivate a regard for them.

The book of minutes, kept by this class, is a document which would do credit to persons of more mature years, and enjoying higher advantages.

It has frequently happened, that both citizens and strangers, have, from time to time, visited the school, when this class has been in session and have witnessed its manner of transacting business; on one such occasion, some gentlemen from Rhode Island condescended to accept of seats among them, at the invitation of the Chairman, and previous to these gentlemen leaving the city, they enclosed in a very complimentary note a handsome present to this class in money.

On another occasion, a gentleman of this city, unconnected with this institution, after seeing the orderly manner of their proceedings, presented the Chairman and Secretary, each an elegant silver medal, to be worn on all business occasions. For these marks of kindness, suitable notes expressive of their thankfulness, were written by a Committee of the class, and sent to their benevolent visitors.

NAVIGATION CLASS.

The study of Navigation, has but lately been introduced into the school, yet several

of the pupils have made very satisfactory progress in this branch of education; and, considering that a large portion of the most intelligent lads go to sea, after leaving school, a knowledge of practical navigation, must certainly contribute greatly to their interest and their usefulness.

This class, at present consists of about 14 pupils, most of whom are capable of keeping a ship's reckoning, or journal at sea.

It will be seen in another part of this little work, that some of the pupils in this class, have executed a chart exhibiting at one view, the names of about 300 of the principal ports and places in the world, with their bearings, per compass, and their distances expressed in geographical miles, from the City of Washington. This Chart may be seen at the school, and nautical gentlemen, and the public in general, are respectfully invited to examine this, with other exercises of the school.

In order to convey a proper idea of the nature of the calculations used in constructing the chart referred to, and to show the close attention and labor, which

have been bestowed in accomplishing it, by boys who have had so little experience in such calculations, the following examples are given, as performed by several of the pupils in this class, whose average age is 13 years.

EXAMPLES.

Bearing and Distance of London from Washington.

	N.	Merid. parts.	E.
London Lat.	51 d. 31 m.	3618	Long. 77 d. 14 m.
Wash'n Lat.	38 53	2536	60
	<u>12 38</u>	<u>1082</u>	<u>4634</u>
	60		
Diff. Lat.	<u>758</u>		
Log. diff. Longitude			3.66596
Log. of Merid'l parts	3.03423	Arith. comp't	6.96577
			<u>10.63173</u>
Tangent of Course			
= N. 76 d. 51 m. E. Bearing.			
Log. diff. Lat.		2.87967	
Secant of Course		<u>10.64327</u>	
Neglecting Radius		3.52294	Log. of Nat'l No
gives 3334 miles Distance.			

Bearing and Distance of Calcutta from Washington.

	N.	Merid. pts.	E.
Calcutta Lat.	22 d. 35 m.	1392	Long. 165 d. 48 m.
Washtn. Lat.	38 d. 53 m.	2536	60
	<hr/> 16 18	<hr/> 1144	<hr/> 9948
	<hr/> 60	<hr/>	<hr/>

Diff. Lat.	978	
Log. diff. Longitude		3.99774
Log. of Merid'l parts	3.05843	Arith. comp't 6.94157

Tangent of Course	10.93931
S. 33 d. 26 m. E. Bearing.	

Log. diff. Lat.	2.99034
Secant of Course	10.94217

Neglecting Radius	3.93251	Log. of Nat'l No.
gives 8561 Miles Distance.		

Bearing and Distance of Havana from Washington.

	N.	Merid. parts.	W.
Havana Lat.	23 d. 12 m.	1432	Long. 4 d. 59 m.
Wash'n Lat.	38 53	2536	60
	<hr/> 15 41	<hr/> 1104	<hr/> 299
	<hr/> 60	<hr/>	<hr/>

Diff. Lat.	941	
Log. diff. Longitude		2.47567
Log of Merid. parts	3.04297	Arith'l comp't 6.95703

Tangent of Course	9.43270
= S. 15 d. 9 m. W. Bearing.	

Log. diff. Lat.	2.97359
Secant of Course,	10.01548

Neglecting Radius	2.98907	Log. of Nat'l No.
gives 975 miles Distance.		

NEW-YORK AFRICAN FREE SCHOOL,

October 13, 1829.

Having this day, in the presence of the Visiting Committee of Trustees of this Institution, and Dr. John Griscom, Principal of the New-York High School, examined a class of boys, as to their knowledge of practical navigation, &c. I feel a pleasure in saying that they surpassed my expectations in the readiness with which they performed the various calculations connected with "A Day's Work at Sea." The better to ascertain their acquaintance with the principles of the subject, a day's work was proposed that they had never before seen, which they went through in a very expeditious and correct manner, and to my entire satisfaction. In addition to the performance of a regular day's calculations, the following questions were asked, and were promptly answered by the boys, who wrought every problem by logarithms or otherwise, that was required by each question.

(Signed) PITTY HAWKES,

Author of the American Companion, or a Brief Sketch of Geography, with a Compendious Chart, &c.

(B*)

The questions and answers referred to are as follows :

1. In the performance of a voyage, when do you take your departure ?

Ans. I take my departure when I am about losing sight of some particular point of land whose latitude and longitude are known.

2d. How is a departure taken ?

Ans. I take my departure by placing the compass on the deck of the ship, and by looking across the compass, I see the bearing of the land ; the distance is estimated, and marked on the log board accordingly.

3d. When the bearing and distance are marked on the log board, how do you work that distance in your Traverse in your next day's work ?

Ans. I take the opposite point to the bearing for the course. For example, suppose the bearing to be N. E. b. E., the course would be S. W. b W.

The distance is marked on the log board, and worked in the Traverse Table the same as the distances in other days' works.

4th. When you are a few days out at sea, it will be necessary to find the variation of the compass, how is this performed ?

Ans. If the observed and true amplitudes be both north or both south, their difference will be the variation ; but if one be north and the other south, their sum will be the variation.

5th. How do you find the sun's amplitude, and at what time ?

Ans. The rising amplitude is taken when the sun has risen about one of his diameters above the horizon, and the setting amplitude is taken when he is within the same distance of the horizon at setting. I take the Azimuth Compass, and place it on the deck of the ship, and when the centre of the sun is seen through the narrow slit which is in one of the sight vanes, I determine the amplitude either east or west.

6th. What do you call the amplitude thus taken?

Ans. The magnetic amplitude.

7th. Find the sun's declination, corrected for half past five o'clock this evening.

Ans. To find the sun's declination for 5h. 30m. this evening, (Oct. 13th, 1829) I refer to the table of the sun's declination, and find, that it gives for the 13th, (at 12 o'clock at noon) 7 d. 46 m., and for the 14th at noon, 8 d. 9 m., the difference is 23 m.; I then say, If 24 hours give 23 m. difference, what will 5 h. 30 m. give? and have for answer, 5 m. 13 seconds, which I add to 7 d. 46 m. equals 7 d. 51 m. declination for the given time to-day.

8th. How do you find the true amplitude?

Ans. To find the true amplitude I add to the log. secant of the latitude, rejecting 10 in the index, the log. sine of the sun's declination, the sum will be the log. sine of the true amplitude.

EXAMPLE.

New-York, Lat. 40 d. 40 m. Log. secant 0.12004
 Log. sine sun's declination 9.13539

Log. sine of true amplitude 9.25543
 gives 10 d. 22 m. for the sun's true amplitude on the
 13th October, 1829.

9th. How do you find the bearing of your port from
 the ship?

Ans. I take the log. difference of longitude and the
 arithmetical complement of meridional difference of
 latitude, and add them together. Their sum will be
 tangent of bearing.

EXAMPLE.

	N.	Mer'l p'ts	from Green'h.
Sandy Hook, Lat. 40 d. 28 m.	2659	Long. 74 8 W	
Liverpool	53 22	3800	2 52—
	<u>12 54</u>	<u>1141 mer. diff.</u>	<u>71 16</u>
	60		60

Diff. lat.	<u>774</u>	Diff. longitude.	<u>4276</u>
------------	------------	------------------	-------------

Log diff. long.		3.63104
Log. merid. diff.	3.05729	Arith. comp't 6.94271

Tangent of bearing	<u><u>10.57375</u></u>
--------------------	------------------------

Gives N. 75 d. 3 m. E. for the bearing of Liverpool
 from Sandy Hook.

10th. How do you find the distance of your port?

Ans. To find the distance, I add to the secant of
 the course, or bearing, the log. of proper difference
 of latitude, and the sum, rejecting radius, will be the
 log. of natural No. for distance.

EXAMPLE.

Distance of Liverpool from Sandy Hook.
 Secant of the course (75 d. 3 m.) 10.58842
 Log. diff. latitude (774) 2.88674

Log. of natural No. for distance 3.47716
 Gives 3000 miles for distance.

11th. When your port is 300 miles due east or due west of you, how do you find the difference of longitude?

Ans. As cosine of latitude 40 d. 40 m. 9.87996
 Is to log. of distance 300, 2.47712
 So is radius 10.00000

12.47712

Log. of natural No. diff. longitude 2.59716
 Gives 395. 5 diff. longitude.

12th. If your port and place of the ship differ by six degrees in latitude 40 deg. east or west, what will be the distance?

Ans. To perform this I add to log. diff. of longitude the cosine of latitude, and the sum, rejecting radius, will be log. of natural N. for distance.

EXAMPLE.

Log. diff. long. 360 miles, or 6 degrees. 2.55630
 Cosine of 40 deg. 9.88425

Log. natural No. for distance 2.44055

Gives for distance 275. 8

13th. Find by logarithms at what time the sun will set, this evening at New-York, in lat. 40 d. 40 m. the sun's declination being 7 51.

Ans. To produce a solution to this problem, I add to log. tangent of declination, the log. tangent of latitude, the sum, rejecting radius, will be the cosine of degrees and minutes of sun's setting, as the latitude is north and the declination is south; but if both were north, or both south, it would be the time of rising.

	S.		
Sun's declination	7 d. 51 m.	Tangent	9.13948
	N.		
Lat. of N. York	40 40	Tangent	9.93406

Cosine of deg. and min. of setting 9.07354
 = 15)83 12(5 h. 32 m. 48 sec. time of sun's setting.

75 4

— —

8 48 on 13th October.

4 —

— —

32

—

Note. The time here given for the setting of the sun on this day, differs from that given in the almanacs, 12 seconds. This arises from a more minute calculation; 7 d. 51 m. being the corrected declination of the sun, and the declination taken by the almanacs being 8 degrees for round numbers.

14th. Being on the equator, what distance is it to a port six degrees due east of you?

Ans. As on the equator a degree is sixty geographical miles, I multiply 6 by 60, and the result is 360 miles.

15th. What is Lee way?

Ans. Lee way is the number of points that the ship falls off from the true course, being driven by the wind.

16th. What do you do with lee way in your daily reckoning?

Ans. I allow for it in correcting the courses.

17th. What do you understand by the term correcting your courses, in your traverse table?

Ans. We allow on all the courses steered by the compass, for the lee way and variation. Suppose the course by compass to be N. N. E., wind S., variation $2\frac{1}{2}$ points westerly, lee way 1 point. True course would be N. by W. $\frac{1}{2}$ W.

18th. In taking an observation you allow for the dip of the horizon in your calculation, would you allow for more, or less, on board a very large ship, and why?

Ans. I would allow for more; because I should be higher above the level of the sea.

19th. How do you find your latitude by observation?

Ans. To the meridian altitude of the sun's lower limb I add correction for semi-diameter dip, &c. the sum will be the sun's correct altitude, which subtracted from 90 deg. will give the sun's zenith distance; and if the declination is north at the time I add; if south I subtract; if the sun bears south, call the zenith distance north, if north call it south.

EXAMPLE.

Sun's meridian altitude bearing south	48 d. 16 m.
Add for semi diameter	16 m.
Subtract for dip	4 = + 12
True altitude	48 28
Subtract from	90 00
Sun's zenith distance	41 32 N.
Sun's declination south	7 51 S.
Observed latitude	33 41 N.

*Certificate of John Griscom, LL. D. Principal of the
New-York High School.*

Having heard the greater part of the foregoing examination, and taken some part in it, I can testify to the facility and dexterity with which the pupils, in general, gave their answers, put down their logarithms, stated the rules, and worked out the solutions. Although they have not been grounded in the trigonometrical principles of the calculations they performed, yet, no doubt remains on my mind, that these colored pupils would be able, with a very little practice at sea, to keep a ship's reckoning with all the ordinary accuracy of common voyages.

(Signed)

JOHN GRISCOM.

New-York, 10th mo. (Oct.) 13, 1829.

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ASTRONOMY CLASS.

This Class, similar to that of Navigation, is but of recent date in this school, and like the latter, the pupils composing it have, it is conceived, done themselves much credit, both in the interest they have taken in the study of Astronomy, and also in the development of mind which they have evinced, and which the subject itself is calculated to produce in those who take pleasure in its pursuit.

This will be more fully illustrated by the following statement. About 3 months ago, the teacher proposed, that if any boy in this class should calculate correctly (according to the rules given for that purpose) the distance of each planet from the sun, its magnitude, compared with that of the earth, and the degree of Light and Heat received at each planet, such boy should be rewarded by being allowed a copy of such calculation, to exhibit to his friends. Two boys, viz. George W. Moore, aged 15 years, and George R. Allen, aged 13, readily accepted the proposal, and immediately applied

themselves to their task. The result may be judged of from the following examples selected from their calculations. A copy of the whole may be seen at the school.

It may be gratifying to some readers to be informed that the boys who performed these calculations, are two of the darkest complexion, and of African descent.

Venus' Distance from the Sun.

Earth's period of revolution 365 days. Log. 2.56229
2

Log. squared 5.12458

Earth's distance from the Sun, 95 millions
of miles, Log. 1.97772
3

Log. cubed 5.93316

Venus's period of revolution, 224 days, Log. 2.35025
2

Log. squared 4.70050

Then,

As the square of 365, Log. 5.12458 1st term,

Is to the cube of 95, Log. 5.93316

So is the square of 224, Log. 4.70050

10.63366 subtracted.

Log. of cube root, which $\div 3$ 5.50908

Log of No. for distance 1.83686

Which is found to give 68.6 millions of miles

— that φ is distant from the \odot

Magnitude.

Earth's diameter, 7950 miles, Log. 3.90037
3

Log. cubed 11.70111

Venus' diameter 7702 Log. 3.88660

From Log. cube of \oplus 's diam. } 3

Subt. Log. cube of ♀'s diam.	}	Log. cubed	11.65980

Log. of No. for magnitude 0.04131

Which is found to give 1.10. So that ♀ is to ⊕ as 10 to 11.

Light and Heat.

Venus' distance from the Sun 68.6 Log. 1.83632
2

Log. squared 3.67264

Earth's distance from the Sun 95 Log. 1.97772
2

Log. squared 3.95544

Subtract less	}		
from greater		Log. of Nat'l No.	28280

Heat received at \ominus is to that of \oplus as 1.91 to 1.

Mars' Distance from the Sun.

Earth's period of revolution 365 days Log. 2.56229
2

Log. squared 5.12458

Earth's distance from the Sun, 95 millions
of miles \asymp Log. 1.97772
3

5.93316

Mars' period of revolution, 687 days. Log. 2.83696
2

Log. squared 5.67392

As the square of 365 Log. 5.12458 1st term,

Is to the cube of 95 Log. 5.93316

So is to the square 687 Log. 5.67392

11.60708 subtracted

Log. of cube root, which $\div 3$ 6.48250

Log. of Nat. No. for distance 2.16083+
which is found to give 144.8 millions of miles, that δ
is from \odot .

Magnitude.

Mars' diameter 4398 miles, Log. 3.64326
3

Log. cubed 10.92978

Earth's diameter 7950 miles, Log. 3.90037
3

Log. cubed 11.70111

Subtract less }
from greater } Log. of No for Magn. 0.77133
which is found to give 5.9. So that the magnitude of
 δ is 5.9 less than \odot .

Light and Heat.

distance from the Sun, 144.3 millions of miles.
 Log. 2.16077
 2

Log. squared 4.82154
 r's distance from the Sun, 95 millions
 miles, Log. 1.97772

sub. log. square dist. from log. sq. dist. To do this, the former log. is er than the latter, row 10 for index, all the index 3.13.	}	Log. squared	3.95544
		Log. of No. neglec-	9.63390
		ting index, gives .43, so that	
		there is less light and heat at	
		Mars than at Earth by .43 to 1	

Jupiter's distance from the Sun.

r's period of revolution 365 days Log. 2.56229
 2

Log. squared 5.12458

r's distance from the Sun 95 Log. 1.97772
 3

Log. cubed 5.93316
 ter's period of revolution 4332 days Log. 3.63669
 2

Log. squared 7.27338

9*

As Log. square of 365	Log.	5.12458
Is to Log. cube of 95		5.93316
So is Log. square of 4332		7.27338

13.20654

Subtract 1st term	5.12458
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Log. of cube root, which \div 3)8.08196

Log. of natural No. for distance	2.69398 ⁺
----------------------------------	----------------------

Which is found to give 494 millions of miles that
 it is distant from \odot .

Magnitude.

Jupiter's diameter 89170 miles	Log.	4.95022
		3

Log. cubed 14.85066

Earth's diameter 7950	Log.	3.90037
		3

Subtract less from greater Log. cubed . 11.70111

Log. of natural No. for magnitude 3.14955

Which is found to give 14 11. So that the magnitude
 of Jupiter is to that of the Earth as 14 11 to 1.

Light and Heat.

Jupiter's distance from Sun 494 millions of miles.

	Log.	2.69373
		<u>2</u>
Log. squared		5.38746
Earth's distance from Sun 95	Log.	1.97772
		<u>2</u>
Sub. square of Jupiter's dist.	} Log. of No.	
from sq. of Earth's distance		neg. index
		<u>8.95544</u>
		<u>7.56798</u>

Which is found to give .037. So that the Light and Heat at Jupiter is to that at Earth as .037 to 1.

SCHOOL LIBRARY.

Ever since the adoption of the Monitorial system in these schools, a library has been established; and in both the male and female school, the scholars who are considered sufficiently advanced, are allowed the privilege of drawing books from it, under proper regulations. The Library in the School in Mulberry-street, contains 450 volumes, and the female school in William-street, has 200.

This department of the school has been found very useful, and many individuals, both in and out of the society, have generously contributed towards it in books; a large accession was made to it, by a do-

nation from the late "New-York Association for educating Colored Male Adults," of all its surplus funds at its dissolution a few years ago. This donation amounted to 163 dollars, 69 cents.

Contributions from the scholars themselves, have assisted, in no small degree, to furnish the library with many valuable and useful books. This is calculated to produce an increased interest on the part of the children, and goes far to show, that they are not insensible to the various avenues through which they receive information. This remark brings to recollection the following anecdote.

A little fellow, 10 years of age, belonging to the school, was asked, among many other things, by Doctor Samuel L. Mitchill* of this city, whether any other planet besides the Earth, had a satellite or moon? he answered "Yes, Sir, Saturn has seven, and Jupiter has four, and they all gravitate towards their respective principals."

He was then asked, how he came to know so much about these subjects?

* A copy of this dialogue will be found in the appendix.

Answer. "From reading books, sir, in the School library."

The library has recently been replenished by valuable donations in books, maps, &c. by several members of the Society, and others who are friendly to the Institution.

AFRICAN DORCAS ASSOCIATION.

It will be seen in the "Communication of the Manumission Society to the American Convention," page 58, that honorable mention is made of the exertions of this Society of Colored females, in behalf of the destitute children belonging to the schools, and it is deemed proper, here to transcribe from their Annual Report of April 1829, the following result of their labors for the current year.

Number of children clothed during the year. Boys 49, Girls 25. Total 74.

No. of garments distributed, including hats, and shoes, 232."

The following persons are the officers of this laudable institution.

MARGARET FRANCIS, *President.*

HENRIETTA D. REGULUS, *Secretary.*

SARAH BANE, *Treasurer.*

NATURAL HISTORY, CABINET OF MINERALS, &c.

A Cabinet of minerals and natural curiosities, has been established about one year in this Institution, and the friends of science are particularly solicited (see page 59) to contribute towards it. Several gentlemen of New-York, Philadelphia, Baltimore, &c. have already shown a liberality in this way, which merits the grateful acknowledgements of the Trustees of the school.

Many of the scholars, and others who formerly belonged to the school, have added considerably to the collection. Persons of color, it is hoped, will continue to contribute towards the Cabinet, as they may have opportunity. It may be proper here to remark, that while a systematic course of instruction on mineralogy and geology, is not intended, yet, some general information on these subjects, is considered proper, and consistent with the liberal views of the patrons of the school. While the great book of Nature is open to all, it is no doubt the province of those who would be useful

to their fellow men, to instruct very largely out of it.

“The man who surveys the vast field of nature, and devotes a portion of his time to the study of the principles which influence or govern the motions of animated beings, however minute they may be, will not only derive pleasure from the pursuit, but he will gain the only means of discovering the object and utility of their creation ; and, as he journeys along, from one gradation of knowledge to another, he will become more and more intimate with the designs of the Great Creator of all. He will gain a more comprehensive view of that wonderful and illimitable power which hath organized the universe, for purposes with which, in the fulness of time, the wise and the virtuous will doubtless be made acquainted. But knowledge must ever be progressive ; and he who makes the attempt to read the characters, by which the wisdom, power, beneficence, and eternal nature of God is stamped upon every thing here below, will not do it in vain.” ●

" He who suits to nature's reign th' enquiring eye,
 Skill'd all her soft gradations to descry ;
 From matter's mode through instinct's narrow sway
 To reason's gradual, but unbounded way ;
 And seeks, through all the wonder-varied chain
 No link omitted, no appendage vain ;
 But all supporting, and supported still,
 The whole is perfect as the Author's will."

SCHOOL FAIR.

Every thing conducive to the development of mind, and that is calculated to produce industry, should be perseveringly encouraged in youth. Much ingenuity and skill may very frequently be seen in the little amusements of children. The knife and the needle are often put in earnest requisition, and active operation, to accomplish in the estimation of the young mechanic, or the seamstress, some important piece of work, which when done, often displays an ability and judgment that, if suitably encouraged, would tend to future usefulness, perhaps to eminence, in advanced stages of life, most beneficial to themselves, and to the public.

The natural bent of mind in the child, is

easily discovered, and in many, at an early age, by a watchful parent; and it is likewise desirable that the instructor have some regard, so far as circumstances will permit, in turning to the best advantage, each early intimation of talent as it may manifest itself, and seems to invite a skilful hand to direct it. In accordance with these views, it has long been the practice in this school, both in the male and female departments, to encourage the scholars in the productions of their little works of art; and, in order, the more effectually, to bring the subject into a regular, and an interesting form, and to excite some degree of competition, an exhibition called a Fair, of all articles that the pupils may have made at home, is held every three months, in the male and in the female schools alternately, and the best piece of work entitles the manufacturer thereof to fifty school tickets.

Much pleasure is afforded by the exhibitions of such first beginnings. Among the articles produced by the boys, will be found *Wagons, Carts, of various descriptions, Wheelbarrows, Tables, Chairs, Benches,*

Sleighs, Candle Stands, Bedsteads, Cradles, Fire Engines, Hooks and Ladders, used at fires, with *Carriages* for the same, *Ships, Brigs, Sloops, Boats, Houses, Anchors, Hammers, Crowbars* made of lead, specimens of *Carved work*, and in one instance, a complete set of *Carpenter's Tools*, neatly fitted into a chest 5 inches long. The girls produce dresses, both plain and ornamented, hats, some of decorations; shirts, in many instances very them very neat, and others with fashionable neatly made (in miniature,) beds, pillows, bolsters, &c. with cases, curtains, patchwork, pin-cushions, &c. It frequently happens that when a boy has but little ingenuity in mechanics, yet perhaps, he can compose verses, or draw a picture, or paint; any of which are admitted, and rewarded for, according to merit. A boy on one occasion, tried his skill in versifying the Fair itself, and it was considered to be so much to the purpose, that he obtained the highest reward. A copy of those lines will be seen in the appendix.

MORAL INSTRUCTION.

It will have been noticed (page 71) that the morning school opens with the teacher's reading to the scholars a portion of the Scriptures, and it often occurs to an attentive reader of that blessed volume, that much useful instruction might, through its pages be conveyed to the minds of youth; such opportunities as are here afforded, it is conceived, ought not to be neglected; and it is the practice in this school, to enjoin an observance of the precepts contained in the scriptures calculated for the edification and happiness of the children committed to the teacher's care. Indeed, a proper regard for the morals of his pupils, constitutes one of the most important branches of an instructor's business.

It is a just observation of an approved author, that "many occupations are esteemed more honorable, many are found to be more lucrative, but there is not one more useful than that of the instruction of youth; especially, if he that undertakes the important office of education, enters into it with

right views, and directs his efforts to right ends. If, like Socrates, he aims at the formation of virtuous habits in youth, no less than at their instruction in science and learning."

GOOD MANNERS.

Nothing perhaps, is better calculated to raise the character of youth to the esteem of all worthy men, than a proper attention to good manners; nor is this subject considered beneath the teacher's careful regard. Occasional lessons are, therefore given to the whole school, and they are found to have a very useful effect. Many profitable hints can thus be thrown out, and much that is unseemly, and pernicious, may be corrected, and greatly remedied by prudent management, on the part of the instructor, not only of this, but of every school; for youth, in every sphere of life, partake, more or less, of the foul infection, bad behavior.

¶ Much assistance may be obtained, by using as a Text-book, on this subject, a small publication printed in New-York, called "The School of Good Manners."

Too great neglect is shown, on the part of a large portion of the colored population of this City, to the education of their children.

To establish this fact, it is only necessary to attend to the following particulars. It is estimated, that there are, in this city, 1800 children of color of suitable age to go to school, after allowing for those who are employed at service, &c. Of this number, 620 are entered on our school Register, and about 100 go to small private schools, leaving ten hundred and eighty, as the remainder, to prowl the streets, ignorant of education ; and, in addition to these, about 200 more, out of the 620 on our registers, who are daily absent from school, and then we have the appalling total of about 1300 colored children of both sexes, growing up in habits of idleness, and its attendant vices.*

Now, it is presumed, that a large portion of these poor children might, with proper care on the part of their friends, be sent to school, and, in all probability, by this means,

* QUERY.—Might not the city authorities here apply a corrective ?

be prevented from becoming inmates of the Bridewell, Penitentiary, or State Prison. Provision is made by the society, under whose care our schools have been so long established, for at least, 700 colored children in the two buildings appropriated to their education; and, although the number estimated to be in the city, is so great, only 300 was the daily average of attendance in both schools, (this number is according to the returns made to the school Commissioners last year, ending May 1st, 1829,) which shows, that there is room enough for 400 children more than are really attending school, while 1300 are spending their time in idleness. Nor is it of small consideration, that the same expense which is required to sustain the schools, with the present number attending, would support them if the attendance were nearly double the number; hence a sacrifice of expenditure is unavoidably made, equal to that which would give education to 400 children every day. Why this state of things exists, is a question of high importance. The fault must rest somewhere; that it does not exist in con-

sequence of want of exertion on the part of those concerned in the affairs of the Institution, has, it is believed been satisfactorily shown; but, it is feared that this neglect of proffered good, is chargeable, in an extensive degree, to the people whose children were intended to be benefited. The reasons to be assigned for the neglect of privileges thus offered, may be similar in some respects to those which are found to exist among the uninformed in all communities, viz. an incapacity to appreciate the benefits of an education, of which they themselves have never been partakers.

But, there may be still an objection raised to this apology, as to its application to this part of the community in general, when we consider that this institution has been in a flourishing condition for many years, and that some thousands have been partially educated, and hundreds have received a respectable education within its walls. It is therefore reasonable to expect, that a feeling would prevail among the colored population, greatly in favor of education, and that an exertion on their part, would be

such as to silence any complaints respecting a want of attention to the cause of instruction.

It may be proper here to observe, that the influence of knowledge among the many, generally bears an equal ratio with the opportunities of exhibiting its benefits, and diffusing it amongst them by the few who have had the advantage of acquiring it. If we examine this position carefully, we shall find how far we have a right to expect an extensively benign influence to operate, as it regards those who have enjoyed the blessing of education in this school, and who may now be in active life. First, then, it will be proper to enquire what proportion of the present colored population of this city may be said to enjoy the advantages which this institution affords. It is estimated that there are fifteen thousand colored inhabitants in New-York at this time, and according to the Annual Report of the past year, say from 1st May 1828, to 1st May 1829, there were 300 scholars average of daily attendance, in the male and female schools, which gives a proportion of only

one to every fifty, who have, during the year been at our schools, and allowing it to be correct that there are 1800 children of suitable age to go to school, in this city, then according to the average of our last years attendance, only one sixth of these have had the advantages which a regular course of school instruction is calculated to impart. Then, it must be borne in mind, that of those who do attend school, what a small proportion ever remain long enough to become proficient in the various branches of a common education, and how large is the number who scarcely attain a knowledge of mere monosyllable spelling and reading, notwithstanding all the facilities for which the monitorial system of instruction is distinguished ; and, Secondly, after a boy has spent five or six years in the school, and is deservedly encouraged by the teacher and the trustees, and (as in many instances is the case) is spoken of in terms of high approbation by respectable visitors, for his manifest talent and superior intellect, he leaves school, with every avenue closed against him, which is open to the

white boy, for honorable and respectable rank in society, doomed to encounter as much prejudice and contempt, as if he were not only destitute of that education which distinguishes the civilized from the savage, but as if he were *incapable* of receiving it.

All this must be endured, with the additional sensibility which it is the very nature of education, in some sense, to impart. A case in point is now before us. A young man, 17 years of age, who about two and a half years ago, left this school with a respectable education, and an irreproachable character, which he still retains, was taken as an apprentice to the Black Smith business, in this City, and served about two years with satisfaction to his master. Depression of business rendered little or no opportunity of his obtaining a thorough knowledge of the trade, his father made arrangements with his master to release him, with a view of the lad's serving his time out else where: every place that appeared suitable to his object, was closed against him, *because he was black!* A friend in Philadelphia, agreed to take him; but when this friend came to

make it known in his Factory, he found "an insurmountable difficulty" in his way; viz. The unwillingness of the workmen to pursue their business in company with poor Isaac, because he was darker than they.

When the lad was informed of this, so far from uttering a word of angry disappointment, he resolved to leave the country and go to the Colony of Liberia.

Isaac will not only leave in the school the remembrance of a good character, but also several highly creditable specimens of his abilities as a scholar.

While it is the custom of the land to keep in degradation the man whose only crime is a darker skin, is it reasonable to expect any thing in return but that which minds, so degraded, must naturally produce? Before therefore we cast *all* the blame on the people of color themselves for not feeling more alive to the cause of education, it appears necessary that we enquire whether all has been done on our part, to produce the requisite inducements, and such as would satisfy us in relation to our own benefits, or our children's, to be derived from the great source of instruction.

It has often been urged, that, as the acquirement of knowledge is pleasing, delightful, and ennobling to the human mind, it is a wonder that these people do not feel more interested in it for the sake of knowledge itself; but, is this abstract view of the subject sufficient to satisfy *our own minds in relation to our children*, or, do we not rather frequently present to their view the various stations of honor, profit, and responsibility, which their education and other qualifications are to fit them to occupy among their fellow citizens?

Do our children know, that after they have passed their years in study, and laudable acquirements, they shall, even then, be held in the estimation of their fellow men, as beings of an inferior order? No, nor would we have it so, for the wealth of the world; yet this idea is conveyed to the mind of the child of color by almost every day's occurrence around him, and he feels the full force of it, in all after life.

When the well educated and respectable man of color shall be viewed and treated as such by his white brethren, and

when character, not color, shall decide the question of odium, then shall we see the people, whom we have from infancy, been accustomed to condemn, as different from what they now are, as we may now be supposed to be from them.

It will be expected that some general account be given of the lads who have passed through the various branches taught in the school, and have been discharged, with certificates of good character, and satisfactory advancement in their learning; and with pleasure it may be said, that while the number of such is very large, yet it has never come to the knowledge of the Trustees or Teachers, that any one of them has ever been convicted of crime in any of our Courts of Justice. This is saying much in favor of the system pursued in this institution, but not more than facts appear to warrant. But, it will be asked, have none of them become men of distinction? For an answer to this question, we must refer the enquirer to what has been said on the subject of the prevailing prejudices, which they have to encounter, in common with all of their color

throughout the country. It may afford some relief however to the philanthropist, to learn that a few have obtained trades of the following descriptions; viz. Sail Makers, Shoe Makers, Tin Workers, Tailors, Carpenters, Blacksmiths, &c.

But it must be remarked, that in almost every instance, difficulties have attended them on account of their color, either in their obtaining a thorough knowledge of the trades, or, after they have obtained them, in finding employ in good shops; and a general objection is made, by white journeymen to working in the same shop with them. Many of our best lads go to sea as stewards, cooks, sailors, &c. Those who cannot procure trades, and do not like to go to sea, become waiters, coachmen, barbers, servants, laborers, &c.

It is a plausible argument which the ignorant are cunning enough to use, that they can do just as well, in all the stations filled by those whom we educate, and get as much wages as they can, and are as well off without education as with it. Hence the great indifference which prevails among them to

the acquisition of knowledge. After these plain statements, it may not be surprising that so few exceptions should appear to so general an obstruction to the advancement of these people.

So far as it can now be ascertained, the following are the only persons, educated by this society, that have been advanced to the stations affixed to their names.

Peter Williams, Minister of Episcopal Church (St. Stephens,) N. Y.

Jacob Matthews, Minister Methodist Episcopal Church (Zion) N. Y.

James Varick (dec'd) do. do. N. Y.

Wm. M. Read (dec'd) Teacher of African District School at Brooklyn.

Margaret Odel (late) Teacher of African Female School, Hudson.

ADVICE

*To the People of Color in the City of New-York,
and applicable to those in many other places.*

To those of you who have children, of suitable age, we would say, take every pains to have them educated. Good schools are provided by the Manumission Society, where a system of instruction is pursued, that has succeeded to a degree equal to any others in the country. There are also Sunday Schools established for colored persons throughout the city, which are conducted on a plan that is calculated to convey to the mind both moral and religious instruction.

Let not such privileges be neglected; very many children of color have done themselves and their kind teachers great credit in these laudable Institutions. Education is essential to happiness, and the right improvement of all our privileges and blessings; while ignorance and crime, generally go together, and end in misery and ruin.

There are prospects open, and opening, notwithstanding the great mass of prejudice

still existing against you, for the intelligent and deserving man of color; but without these qualifications, degradation only can be expected to be the portion of any people whatever may be their complexion or their country. "Intelligence in every situation causes us to have just views of the nature, value and relations of things, the purposes of life, the tendency of actions, to be guided by purer motives, to form nobler resolutions, and to press forward to more desirable attainments. Laws will be understood, and will therefore be obeyed. We submit cheerfully to good government, and consult the peace of Society, in proportion as we learn to respect ourselves, and value our own character."

These things are the fruit of knowledge; but ignorance is a soil which gives exuberant growth to discord, delusion, and deeds of wickedness. Honesty, sobriety, industry, and frugality, are all essential to form a respectable character: without these, all is lost; with these, added to intelligence, much may yet be hoped for, much may be obtained—respectability, competence, and

comparative independence. What is there to prevent the man, whatever may be his complexion, who possesses the qualifications just named, from participating in the benefits and blessings which the fruits of the earth are calculated to produce? The earth will yield her increase as liberally to the black as to the white; she is no respecter of persons, she is the common friend of all. It is then, to the cultivation of the soil, we would invite your earnest attention. In communities remote from large cities, it is found, that the prejudice which exists in the latter against persons of color, greatly diminishes, when they exhibit such proofs of intelligence, industry and integrity, as might in numerous instances be named, such men are frequently reckoned amongst the most useful and exemplary persons in the villages where they reside. Here the grateful appellation of "neighbor, and friend" are unreservedly used between the white man, and the man of color.

These instances are calculated not only to encourage others to conduct themselves similarly, but may also be viewed as in-

structive hints, in justification of a *larger sphere of action*. Could a large tract of our country be settled by intelligent and industrious colored persons, with certain municipal privileges among themselves, there can be no doubt in the minds of men who justly estimate the influence of rational liberty, that the result would prove, that in proportion as we restore to the people of color, their long lost freedom with liberality, we shall secure to the nation a powerful auxiliary of strength and defence.

END OF THE HISTORY.

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<i>1st. Vice-President,</i>	GEORGE NEWBOLD,
<i>2nd. Vice-President,</i>	PETER A. JAY,
<i>Secretary,</i>	THOMAS HALE,
<i>Assistant Secretary,</i>	RICHARD MOTT, JUN.
<i>Treasurer,</i>	ROBERT C. CORNELL,
<i>Register,</i>	MATTHEW HALE,
<i>Ch'n Standing Com'te,</i>	BARNEY CORSE,
<i>Secretary of do.</i>	IRA B. UNDERHILL.

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Chairman of the Committee of Correspondence,
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Secretary of the Committee of Correspondence,
WILLIAM L. STONE.

Chairman of the Committee of Ways and Means,
JOSEPH CORLIES.

Secretary of the Committee of Ways and Means,
WILLIAM C. WHITE.

APPENDIX.

PIECES SPOKEN AT PUBLIC EXAMINATIONS, &c.

The following address was delivered at the opening of an annual Examination, held at the New-York (Free now) Public School room, Chatham-street, April 7th, 1818, by one of the pupils,—written by a gentleman of this city, for the occasion :—

RESPECTED FRIENDS,

It is a number of years since, by the benevolence of the New-York Society, for promoting the Manumission of slaves, with the assistance of several humane individuals, a school was established in this city, for the purpose of combining the influence of knowledge, with the progress of emancipation, and of qualifying the ignorant descendants of a despised and enslaved race, to become useful members of a free and enlightened community. By the firm support of that Society and its friends, and the aid granted by the State Legislature, the school has increased in numbers and in character; and now invites the candid and indulgent attention of this respectable audience, to its anniversary examination.

Slow as our advances have been in the path of knowledge, and humble as our exercises must necessarily appear, we yet fondly hope to show, on this occasion, that we have not despised our privileges; and that a dark complexion, although almost synonymous with bondage, does not betoken a mind incapable of improvement. Those who now honor us with their attendance, are our friends and patrons.

Their presence is a pledge that they wish us well, and will animate us to new efforts to secure their favor, by endeavoring to deserve it.

*Concluding address by a female on the same occasion.***RESPECTED FRIENDS AND PATRONS,**

Permit another of the African race to address you on this interesting occasion.

When I consider the respectable and philanthropic character of my audience, I feel sensations which I cannot describe.

The thought of so many ladies and gentlemen condescending to devote so great a portion of the day, to witness our humble attempts at Reading, Writing, Arithmetic, Needle-work, &c. is, to us, truly encouraging. We trust, that the patience and attention, which you have this day been pleased to manifest, will be remembered by myself and fellow school-mates, with unfeigned gratitude. Allow me, therefore, to thank you sincerely. We hope that the time you have now devoted to our use, will never be regretted by you, and that it will tend to inspire in the minds of our parents, and in our own bosoms, a confidence that in the city of New-York, the poor despised child of Africa, can find fathers, mothers and protectors.

**VALEDICTORY ADDRESS.**

Spoken by a pupil, on his leaving school, with his sister, and others, 1815.

RESPECTED FRIENDS AND PATRONS,

Having now arrived at that period when I am to take leave, and be separated from the immediate care of you, by whom my youthful steps have been guided for the last five important years of my life, and enter upon the duties of a second stewardship, in caring for those things appertaining to my future maintainance in society ; my mind is crowded with sensations, delightful in the retrospective, and serious, and important in the prospective view. To your generosity and kindness, I am indebted for the greatest gift in the power of man to bestow upon another, a competent education.

The great truths I have here been taught by my excellent teacher, will be lights to my feet, through the future paths of my life. Much that I am, my kind friends, I owe to you. In return for blessings like these, accept all I have to give, the unfeigned thanks of a grateful heart, and the assurance, that, as I am passing through the walks of time, it shall be my care to observe the precepts you have so kindly inculcated,

At this eventful moment, in taking leave, as it were of days unchequered, when, on each succeeding day, I only waited for scenes of new delights, for hours of new instruction, and, when to let the golden stream of intellect pass freely on, was my chiefest care, surrounded by you, my endeared school mates, all that's in me palpitates with anxious solicitude. These, kind patrons, (exhibiting his books of Writing, Arithmetic, &c.) these, are some of the numerous fruits which, from your bounteous hands, have been given; and this heart of mine, feels want of powers to express its gratitude. This, my sister, and there our companions, are all partakers of your generous care; and now, with me, must bid farewell to you, our Friends and Benefactors, to you our kind, affectionate Teacher, and to you, our endeared school mates, we believe we have your tender sympathies; we know we need them.

One word we would leave with you, companions of our youthful studies. Never forget, that, while others roam at large, in daily trespassing, while ignorance and sloth surround them, your steps are here guided in the paths of virtue and knowledge. Love your teacher better, and may you profit, more than I have, by his assistance; and I, with you will strive to give evidence, that these minds of ours, though compassed by sable skins, when stored with learning and intelligence, can feel the glow of gratitude and affection, towards our friends and instructors.

FAREWELL.

INTRODUCTORY ADDRESS,

Spoken by a pupil at a public examination 1819, embracing also his Valedictory on that occasion.

RESPECTED PATRONS AND FRIENDS,

To me is allotted the honor of inviting the attention of this philanthropic assembly to the various specimens of improvement, which the constant efforts of the Trustees and Teachers of this school, have caused us to make, since the last public examination, and I am happy in having been one of the favored number who have enjoyed the blessed advantages of this Institution. We have been the objects of your care, and I still earnestly solicit your sympathy. Had I the mind of a Locke, and the eloquence of a Chatham, still, would there not be in the minds of some, an immeasurable distance that would divide me from one of a white skin? What signifies it! Why should I strive hard, and acquire all the constituents of a man, if the prevailing genius of the land admit me not as such, or but in an inferior degree! Pardon me if I feel insignificant and weak. Pardon me if I feel discouragement to oppress me to the very earth. Am I arrived at the end of my education, just on the eve of setting out into the world, of commencing some honest pursuit, by which to earn a comfortable subsistence? What are my prospects? To what shall I turn my hand? Shall I be a mechanic? No one will employ me; white boys won't work with me. Shall I be a merchant? No one will have me in his office; white clerks won't associate with me. Drudgery and servitude, then, are my prospective portion. Can you be surprised at my discouragement? Child as I am, of the same Almighty Being, and equally accountable both here and hereafter, as much so as any of the great human family!

You will now have an opportunity of seeing that many of us have acquired a commendable knowledge of the various branches taught in this School. This, the exercises now to be introduced, will, I hope, more fully demonstrate.

Lines spoken at a Public Examination 1821, by two female pupils, (twins) written for the occasion.

Ladies and gentl'men, here you see
 As pretty a sight as well can be :
 We look alike, eyes, nose, and chins ;
 No wonder this, for we are twins.
 We live as sisters ought to do,
 We feel as one, though we are two :
 We seldom grieve our parent's heart,
 And seldom from each other part.
 'Tis said of twins in days of old,
 From thirst of fame, or love of gold ;
 They form'd two bands, resolv'd to see
 Which should obtain the victory.
 So furious grew the wicked strife,
 That Remus yielded up his life ;
 Rome's famous name to t'other owes,
 For he was named Romulus.
 Here friends, in sable skin you find
 Two children who possess one mind ;
 So form'd by nature to agree,
 That none more happy are than we.



Valedictory Address, spoken by a female pupil, April 18, 1822, at a Public Examination.

RESPECTED FRIENDS AND PATRONS,

I appear before you, as it regards myself, under very interesting circumstances. It is to take my leave of my schoolmates, and my much endeared teachers. In doing this, I feel it difficult to suppress those feelings which such an occasion is calculated to produce on a heart sensible of obligations so numerous as those which I am under to the gentlemen who support, and the teachers who have the immediate superintendence of this institution.

The advantages which this school is calculated to afford to the children of color, have, on former occasions, been presented to your view. I therefore shall

be excused from repeating them ; I need only to point you to these specimens, and remind you of those exercises this day exhibited before, to demonstrate a truth, which must, at no distant period, find its way to the breasts of the now most incredulous ; viz. That the African race, though by too many of their fellow men, have long been, and still are, held in a state the most degrading to humanity, are nevertheless endowed by the same Almighty Power that made us all, with intellectual capacities, not inferior to any people on earth.

In looking round on my schoolmates, I see one among them who excites my most tender solicitude,—It is my brother. John, this I feel to be an occasion, which calls up all those tender emotions that Heaven has designed should be felt by brother and sister towards each other. What shall I say to you ? O, if I were called to part with you, as some poor girls have to part with their equally dear kindred, and each of us, like them, were to be forcibly dragged away into wretched slavery, never to see each other again——But I forbear ; thank heaven, it is not, no, it is not the case with us ; nor have I even the anxiety which the circumstance of leaving you under the care of strangers would produce. No, I leave you to receive instruction from well known and long tried friends ; be obedient diligent, and studious ; and, when the period shall arrive, for you to take leave of this school, I trust I will be under circumstances no less affecting to you than the present is to me.

Before I conclude my address, I must indulge myself in the pleasure of thanking my teachers for all the kindness which they have shown me.

To you, my instructress, I am indebted for what I know of the use of the needle. Allow me, if you please, to leave with you a small piece of my humble performance ; it will serve as a testimony of my affectionate regard, and also, as an example to others of my dear schoolmates under your direction, to follow with something in the same way, but I hope, more meritorious.

An Address spoken at a Public Examination by one of the boys ; written for the occasion by a gentleman of this city.

RESPECTED PATRONS AND FRIENDS,

Selected to the office by the kind partiality of my teacher, it becomes my duty to commence the exercises of this day. The school whose exhibition you are, on this occasion, convened to witness, is one among the numerous monuments of the munificence of New-York. Born to no inheritance but poverty and contempt, the children who this day appear before you, owe all that they are, to the liberality of a generous public ; but for that liberality, we, like thousands of our brethren, might have continued to be the degraded descendants of despised parents. If our lot had been cast in a more southern section of this land of liberty, our country and our home, we might have been the victims of that policy, which excludes the light of knowledge from the minds of those of our color. It would have been against the law for us to learn to read and write ; and, if our minds thus deprived of their proper aliment, should, as a natural consequence, have been stunted in their growth, should have been insensible to the motives arising from moral obligation, and we, under the guidance of lawless passions, and provoked by a sense of injury, been precipitated into crime, no pity would have been in reserve for us, no allowance would have been made for our want of moral cultivation, none for the injuries we might have endured ; no, nothing but the gallows or the writhing agonies of the stake, would have satisfied the demands of a cruel and relentless policy : but, thanks to that Providence, who directs the hearts of the children of men, ours is a more goodly heritage. Here the light of christian philanthropy has dispersed those clouds which once obscured our prospects, and we, equally with those who differ from us in color, are permitted to be the objects of that noble charity which seeks to enlighten the human mind left without culture. It behoves us to cherish feelings of the warmest gratitude and tender-

est regard towards that community ; and, rely upon it, friends, that under the patronage of that Society who have done so much for the African race, and under the instruction bestowed upon us in this school, we shall, I trust, at no far distant day, repay, in some degree, the heavy debt of gratitude which we have contracted.



A DIALOGUE,

Spoken between J. M. S. and W. H. at a Public Examination, written for the occasion.

WILLIAM.

Good morning, James, where are you going so early ?

JAMES.

I am going to school, William.

WILLIAM.

To school ! Why, do you go so soon as this ? I am not going yet this long while.

JAMES.

That may be your pleasure, William ; this is mine.

WILLIAM.

Not altogether *my* pleasure either, James ; for I have been teasing my mother for my breakfast for some time, and she says, No hurry, child, no hurry ; and sends me to play a little longer.

JAMES.

Well, I love to be obedient to my parents, and know it to be my duty ; but I really think, that if I could not get my breakfast in time for early school, I should run off without it ; for, half an hour's study over my sum or any other part of my exercises at school, is of more consequence to me than even my breakfast.

WILLIAM.

I have tried that, James, but I find that if I adopt such a plan, I may go without, not only my *breakfast*, but my *dinner* also ; for, although my parents are, perhaps, as kind and indulgent as any parents can be, in

other respects; yet, in this, they seem to take but little concern: I have often thought it a great pity, that they have not to pay three or four dollars a quarter, for my schooling, as our neighbor George's parents have to pay for his; I think, then, they would reckon every half hour that I were absent from school, a loss of *money* at least. They don't think of what Doctor Franklin says, that 'Time is money,' nor do they consider that time spent at school is to me *more precious than money*.

JAMES.

Why, William, you both please and distress me. I am pleased to find, that the late hours at which you are noted for going to school, is not your fault, and am, at the same time, greatly distressed to hear that your parents, being so much older, and who ought to ———

WILLIAM.

Stop, James! I can't hear a word against my dear parents, I can excuse them, because they have but little learning themselves, and don't know the value of it; nor do they know how much time it takes to make one a good scholar.

JAMES.

But, pray William, does it not subject you to great trouble at school; when you attend late, what does the master say?

WILLIAM.

Why he says a great deal, and I often wish my parents could hear what he says, I think they would be more particular about the passing hours of the day. He says, among other things, that he knows of several boys, that are now great truants who used to be good boys, but, owing to the want of care in their parents, have become very troublesome by absence from school.

JAMES.

I can't see how that can be; surely, their parents don't wish them to do so; they must be very much grieved, I should think, to see their children do what is so much to their own disadvantage, and be so troublesome to their teacher.

WILLIAM.

That may be too, James, and yet, their parents may be frequently, the real cause of their bad conduct, though insensible of it at the time.

JAMES.

How so, William? Do be more particular.

WILLIAM.

Well, I will. You must know, our school is governed by such regulations as must be strictly observed by all concerned, which not only ensures good order throughout the school, but which are calculated to bring us on, in our learning, with greater speed.

Whenever a scholar distinguishes himself by orderly conduct, or by excelling in the performance of his exercises, he is noticed by the master, by Tickets of Reward; but, when any of us misbehave, or come late to school, we are fined and have to pay back our tickets: if we have none to pay with, we are necessarily punished. Now it is required that when a scholar has been detained till a late hour at home, or for a day or two, that he bring a note, or some of the family call and explain to the teacher, so that no fault may be laid to the charge of the supposed delinquent, all this however, is neglected by many of our parents, and we are sent off without any thing to excuse us, and we, being sometimes disbelieved by the master, are accordingly punished, and thereby discouraged.

JAMES.

What you have said, William, I think of so much importance, that I shall endeavor to remember it, and profit by the information you have given me, and am glad to find you capable of entering so thoroughly into such an interesting subject.

LINES

*On the manner of conducting a Monitorial School,
spoken at a Public Examination.*

(Taken from an English publication, altered.)

“ Before we take a pen in hand,
We learn to write upon the sand ;
And when the Alphabet we know,
We write on slates—six in a row.
An easy lesson is prepar’d,
As, AB, ab—ARD, ard.
And those who spell, or read, the best,
Have some reward above the rest.
When we in spelling, well succeed
We do appointed lessons read.
The Holy Bible is the source
Of each gradationary course.
A semicircle draught of six,
Whose eyes must on the lesson fix ;
With hands behind, attentive stand,
Read—till they hear a fresh command :
Our places, then, at desks, we take,
(For standing long, our legs would ache ;)
Rehearse the Tables, Grammar too,
And many more things have to do.
Our monitor demands a “ Look,”
“ Clean slates,” “ Prepare,” then takes his book,
Gives out a word, when all in class
Write, one each other to surpass.
Six words are written,—then “ Show slates,”
(Which must be rang’d like rows of plates
On dresser shelves,)—the slates are clean,
That words may be distinctly seen :
The pencils must be held like pens,
And be well pointed at the ends ;
Six inches long,—or a small piece
We with a tube the length increase.
All letters to the right must lean,
With equal distances between.
Down strokes made bold, up strokes made fine,
And t’s are cross’d upon the line.

Letters with stems, as h, l, b,
 Are made as high again as v ;
 Both i, and j, though oft forgot,
 Must have, as high as they, a dot.
 Loop 's upon the topmost line,
 With it the following letter join.
 The p, the q, the g, and y,
 Have stems as low as l has high.
 Our master does the slates inspect,
 And here and there finds some defect :
 Bad spelling makes him shake his head,
 So we're reprov'd, if nothing's said.
 When we can shape the letters well,
 And do the rest in class excel,
 With pen and ink in books we write,
 And think we're almost men—or quite,
 At times, through carelessness we blot,
 A fine in tickets, then's our lot ;
 But if the book throughout is fair,
 Reward in tickets then's our share.
 When through these courses we have run,
 Our work, like dame's, is never done ;
 We must make figures on the slate,
 And, as we do them, numerate.
 The first class in arithmetic,
 That they may reckon true and quick,
 Write Combination on the slate,
 As, one, and two, and five, are eight ;
 Take five from eight, three will remain,
 Then write twice four, there's eight again.
 We add, subtract, and multiply,
 And learn the Tables by the bye.
 Fingers we're not allow'd to count ;
 But tell, at once, the sum's amount,
 As twice two's four, and three are seven,
 And two are nine, and two, eleven ;
 Two's in six, three ; two's in eight, four ;
 Five's in ten, two ; five four's a score.
 And thus you see we do divide,
 Subtract, add, multiply, beside.
 The next class has a sum to do,

To practise what it has gone through,
 And all exhibit it at once,
 Except it be an idle dunce.
 Mental arithmetic displays
 Any amount in shorter ways :
 By 'nlarged tables which we learn,
 At once the answer we discern ;
 As, fifteen pounds of beef or pork,
 At ten cents by the head we work ;
 Without a pencil or a pen,
 We ascertain fifteen times ten.
 And, now the age is so polite,
 We must grammatically write ;
 So, when that exercise commences,
 We chant the parts of speech, and tenses ;
 Or, in a slow, responsive air,
 As monks and nuns would say a prayer ;
 Thus, by a frequent repetition,
 We gain this needful acquisition.
 The parts of English speech are nine,
 By which each word we can define ;
 Their derivation we can trace,
 And write, and speak, with ease and grace.
 An article is A, An, The ;
 A noun—a person, place, or tree ;
 An adjective Good, or Bad,
 Swift, Slow, Strong, Weak, Expert, or sad.
 Pronouns, I, Thou, He, We, You, They ;
 As John's gone out, He's gone to play.
 A Verb is Passive, Active too,
 Passive, I am—Active, I do.
 An Adverb, to a Verb's allied,
 To Adjectives is also tied ;
 As, he reads *well*, that's *truly* good,
 Mince pie is *very pleasant* food.
 A preposition serves to join
 Words, which without, would not combine :
 As, William went *from* Rye *to* Hudson,
With Jane to see their uncle Judson.
 Conjunctions, sentences connect,

As, these *and* those books are correct.
 An interjection you may know,
 When any say, Alas ! or, Oh !
 Then, syntax some of us practise,
 Writing an Essay for a prize ;
 Some of us think, we write a letter
 Well as a lawyer, if not better.
 To fill the long, expensive sheet,
 They use words almost obsolete ;
 We mind our stops in every clause,
 They stop not till they end their cause.
 We also may with those compare,
 Who say " This here," and then " That there ;"
 " More better," " Most delightfulest :"
 " I knows they was the larnedest."
 We learn by Lindley Murray's rules,
 Such words would make us look like fools.
 Our Regulations, wise and good,
 Teach us to fear and serve our God ;
 T' attend the worship of the Lord,
 And reverence his Holy Word.
 At all times we must speak the truth ;
 Falsehood should be shunn'd by youth.
 Ah ! Annanias and his wife,
 Telling a lie, both lost their life.
 If such as these the school infest,
 They are disgrac'd beyond the rest :
 A label on their breasts is hung,
 Descriptive of a lying tongue.
 If any do the truant play,
 They suffer, the ensuing day :
 Their coats are turn'd, and they are made
 All round the school room to parade ;
 As he is thought the greatest fool,
 Who wrongs himself by slighting school.
 A boy, with dirty hands and face,
 Is sure to meet with some disgrace ;
 A little girl is sent for in,
 To scrub him till she makes him clean.
 As soldiers under discipline,
 We end our work as we begin,

With regularity pursue
 Each exercise we have to do.
 Orderly perseverance gains
 A good reward for all our pains.
 If after this short explanation,
 Your pleasure or your inclination,
 Should move you once to see the school,
 Your presence won't infringe a rule.



*Copy of an address delivered at the anniversary of the
 class of merit, April 5th, 1829.*

FRIENDS AND FELLOW CLASS MATES,

This day completes the fifteenth year of the existence of the class of merit, established in the New-York African School; and, we can all, I trust, bear witness to the many benefits which have resulted, both to ourselves and to others of our acquaintances, some of whom are now no more; and others, whose various avocations have prevented them from meeting with us, on this occasion; while, not a few are now in different parts of the world, who no doubt, often think with pleasure on the many privileges they have enjoyed under this roof, and while members of this class.

The qualifications for membership are, first, good character, and secondly, a progress in learning, satisfactory to the preceptor.

May we not, then, congratulate each other, on this anniversary occasion, that we have been so happy as to be considered worthy of such distinction, by him whom we ought highly to respect and esteem? and how shall we best show our gratitude for such attentions? I believe you will agree with me in saying, that we shall best evince it, by maintaining through life, such a regard for uprightness of character, as shall insure the good opinion of our friends, as well as of those who, through the prejudice of a false education have

been taught to treat *all* of our color with contempt. Our friends and benefactors have a right to expect good fruit from us ; let us not disappoint them. I know that several, who were once boys, and were honored with the offices of this class, have since arrived to manhood, and have also become parents. If I am now addressing any such, I can appeal to you, my friends, whether you do not highly appreciate the advantages of once filling your places in this highly favored little community? Tell them to your friends who have children, and tell them to your own children. You are the best judges of the numerous instructive lessons, which the business of this class affords, and how much practical knowledge may be acquired, by its various operations. The business which, from time to time, comes before us, and the duties we have to perform for each other, convey to the mind such a fund of moral instruction, as without such opportunities would be lost to us. It is natural for pupils of the same school, and, especially, of the same class, in ordinary cases, to feel a mutual regard for each other ; but, the members of such an association as this, enjoy the same feeling in a higher degree.

Our attachment to each other, to our teacher, and all concerned in bestowing upon us the blessings of a good education, is of a more refined and exalted character.

Let such feelings be cherished ; and let us, by our examples, be useful to all our school-mates ; and by a studious, obedient and becoming deportment, convince our friends, that we know the value of their kindness towards us, and those who may feel unfriendly to us, that we are taught to bear their unkind reproaches with fortitude, in proportion as we rightly improve our instruction.

The following questions were put by Dr. Samuel L. Mitchell of this city to G. R. Allen, a pupil aged 10 years, and the answers were taken down verbatim, by a third person, September 21st, 1826.

Q. What keeps the several parts of this pen together?

A. The attraction of cohesion.

Q. What is the attraction of cohesion?

A. It is that power which binds the several parts of bodies together, when they are placed sufficiently near each other; or prevents them from separating, when they touch.

Q. Has the earth any attraction?

A. Yes, Sir, the attraction of gravitation.

Q. What is the earth?

A. It is a planet, and the third, in the solar system.

Q. What surrounds the earth?

A. The atmosphere.

Q. Of what does the earth consist?

A. Of land and water.

Q. What shape has the earth?

A. It is round.

Q. How do you know it is round?

A. Because we can see the *tops* of ships' masts *first* at sea.

Q. Does the earth stand still, or move?

A. It moves on its axis, and has its motion round the sun.

Q. What takes place from these motions?

A. Its motion round the sun produces the changes of the seasons, and its motion on its axis, the succession of day and night.

Q. If the earth turns round, why are we not turned heels up at midnight?

A. Because the attraction of gravity, draws all bodies towards the centre of the earth.

Q. Does any other planet obey the laws of gravitation?

A. Yes, Sir, Mars, as well as the other smaller planets, called asteroids, Jupiter, &c.

Q. Has the earth any satellite?

A. Yes, the moon is the earth's satellite.

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Q. Has any other planet a satellite, or moon?

A. Yes, Saturn has seven and Jupiter has four, and they all gravitate towards their respective principals.

Q. Have we any antipodes?

A. Yes, Sir, they are the people directly under us, they have their feet opposite to our feet.

Q. What is the nearest shape in nature to the earth?

A. An orange, because it is flattened at each end, like the poles of the world.

Q. Does not the power of gravity act upon all bodies? **A.** Yes, Sir.

Q. Why then does not the earth's attraction bring down the moon upon us?

A. Because the great distance that the moon is from the earth, lessens the effect of the power of gravity upon it; for, the effects of a power which proceeds from a centre, decreases, as the squares of the distance from that centre increases; and, as the moon is at the distance of sixty semi-diameters of the earth from the earth; the square of 60 is 36,000, and as the earth's attraction upon the moon is 36,000 times less at the moon, than at the earth's surface, it keeps at its present distance from us.

Q. Do you know what weight is?

A. (After some reflection.) Yes, Sir, it is the attraction of gravitation.

Q. How much would a ball, which here weighs a pound, weigh if it were removed 4,000 miles from the earth?

A. As it then would be double the distance from the centre of gravity, the square of 2 is 4, and, according to the rule I mentioned just now, the ball would weigh but a quarter of a pound, or one fourth of what it weighs here.

CERTIFICATE.

"New-York, September, 1826.

"The little black boy, G. R. Allen, is entitled to the credit of answering the preceding questions, in the manner stated, without previously knowing exactly what was to be propounded to him."

(Signed)

"SAMUEL L. MITCHELL."

ORIGINAL COMPOSITION.
 LINES ON JOSEPH'S GRAVE.

By Adeline Groves, a pupil, aged about 14 years.

[Joseph, was the son of Mrs. — , with whom Adeline then lived as a servant, 1822.]

“Dear Joseph, I’ve survey’d this ground,
 And I have walk’d this grave around;
 And now I shed the mournful tear,
 To leave your relics lying here.

I’d fondly nurse thee in my arms,
 And guard thee safe from every harm;
 Yes, shoulds’t lean upon my breast,
 Or on some downy pillow rest;

But God declares, this shall not be,
 Indulgent home, no more you’ll see;
 You now must slumber in this grave,
 Nor father dear his son could save.

The God who reigns above the sky,
 And bids your body here to lie,
 Commands me here on earth to stay;
 But soon will bear me too away.

I oft have gamboll’d at your side,
 My follies you would often chide;
 But now those happy days are o’er;
 Your gentle smiles are seen no more.

No more you’ll see your father’s face,
 Mamma, her son no more embrace,
 On you Louisa always smil’d,
 And kiss’d you as her fav’rite child.”



LINES ON THE SCHOOL FAIR.

BY ANDREW R. SMITH.

[See Page 110.]

The work of children here you find,
 The fruit of labor and of mind,
 Three months are past, the day is come,
 And he that gains shall have the sum.

Although our minds are weak and feeble,
 Some can use a knife or needle:

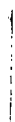
If fortune by my side will stand,
 I mean to join the happy band.
 A girl can make a frock or coat,
 A boy, a pretty little boat;
 Another girl, a pretty quilt,
 A handsome cap, or gown of silk.
 'T' excel we all will work and strive,
 Till to perfection we arrive;
 Many will work and strive in vain,
 The fifty tickets to obtain.
 Our little fair to us is great
 As any other in the state;
 't is a cheerful time to some,
 Though idle scholars will not come.
 The child that comes to this good school
 Should never rest an idle fool;
 Though there are many, once were so,
 We wind them daily wiser grow.
 The beauties of our little fair
 You will not know, if you're not there;
 't will be taking too much time,
 To enter all the things in rhyme.
 You'll find mistakes I do not doubt,
 And if you do, please leave them out.

NIGHT.

BY JAMES M. SMITH, AGED FOURTEEN YEARS.

Night is a time of sweet repose,
 When wearied man may rest;
 Forgetting all his cares and woes,
 He dreams that he is blest.
 The feather'd tribes to roost are gone;
 Beasts of the forest roam,
 And, until morning's early dawn,
 The night-gale sings alone.
 Then while his master soundly sleeps,
 Behold his watchful tray
 Guards well the house, and safely keeps
 The robbers far away.

THE END.



1. The first part of the document is a list of the names of the persons who have been appointed to the various offices of the city government.

This book should be returned to
the Library on or before the last date
stamped below.

A fine is incurred by retaining it
beyond the specified time.

Please return promptly.

